

IMPACT OF A MENTORING PROGRAM  
ON OCCUPATIONAL STRESS,  
PERSONAL STRAIN, AND COPING RESOURCES  
OF NEWLY APPOINTED U.S. MAGISTRATE JUDGES

A Dissertation  
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Doctor of Education

by Celeste F. Bremer  
December 2002

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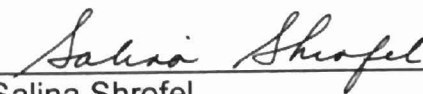
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An abstract of a Dissertation by  
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December 2002  
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*Problem.* Judges experience occupational stress that manifests itself in physical and mental strain. Stress can be reduced by actual or perceived social support, such as mentoring.

*Procedures.* Using a quasi-experimental design, this research investigated the results of a project that offered paired mentoring to newly appointed United States Magistrate Judges for a five-month period as part of their orientation program by the Federal Judicial Center. Judges in the experimental group ( $n=20$ ) were mentored by six experienced judges who received training in social support mentoring. The comparison group ( $n=17$ ) was not offered mentoring. The mentoring program consisted of regular contact and discussions on suggested topics, including concerns raised by the new judges. Osipow's Occupational Stress Inventory-Revised was used as a pre-treatment and post-treatment measure. Noe's Mentoring Function Scale was used to demonstrate that social support mentoring was received.

*Findings.* The trends in scores for the experimental group were primarily downward in the areas of stress and strain, and upward in coping skills. Compared to male judges, female judges in both the experimental and comparison groups reported significantly higher levels of stress and strain in several domains, accompanied by significantly lower levels of coping skills.

*Conclusions.* This study supports social support mentoring as an addition to traditional judicial orientation skill-building programs.

*Recommendations.* Future studies should examine different types of mentoring, the different levels of stress reported by male and female judges, and the impact of the program on mentors.

## ACKNOWLEDGMENTS

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Completion of the project was assured by my staff, Melanie Ritchey and Nancy O'Brien, who kept our work life on an even keel, and endured all of the project's deadlines and distractions. My dissertation committee, Dr. Thomas Westbrook, Chair, along with Dr. Richard Sheehy and Dr. Roxann Ryan, helped shape project design. They joined in the efforts of Dr. James Veale to help me clearly express the statistical results. They inspired me to be a better scholar.

This work is dedicated to my family, Bill, Diane, and Katherine, who tolerated my physical and mental absences. I hope this project demonstrates that learning never ends, and inspires them to always be open to new experiences. I continue to be grateful that my parents, Glenn and Adrienne Bremer, raised me to be a reader, and sacrificed so that I might graduate from law school, launching this entire journey.

## Table of Contents

List of Tables .....	vi
List of Figures .....	viii
Chapter	
1. INTRODUCTION .....	1
Statement of the Problem .....	1
Judicial Stress .....	3
Social Support .....	5
Mentoring .....	5
Judicial Education .....	6
Purpose of the Study and Research Questions .....	7
Need for This Study .....	9
Methodology .....	10
Definition of Terms .....	12
2. REVIEW OF THE LITERATURE.....	14
Judicial Occupational Stress .....	14
A Model of Occupational Stress .....	16
Investigating Occupational Stress .....	20
Validity and Reliability of the OSI-R .....	21
Social Support and Occupational Stress .....	25
Mentoring .....	26
Validity and Reliability of Noe's Mentoring Function Scale .....	28

	Outcomes of Mentoring . . . . .	29
	Summary . . . . .	35
3.	METHODOLOGY . . . . .	36
	Design of the Study . . . . .	36
	Format . . . . .	36
	Participants . . . . .	37
	Description of the Intervention . . . . .	39
	Instrumentation . . . . .	40
	Occupational Stress Measure . . . . .	41
	Measure of Mentoring Received . . . . .	41
	Validity and Reliability of the Instruments . . . . .	42
	Data Collection . . . . .	43
	Procedure and Schedule . . . . .	43
	Statistical Procedures Used . . . . .	45
	Other Research Issues . . . . .	48
	Benefits or Risks . . . . .	48
	Threats to Validity . . . . .	49
	Human Subjects Protection . . . . .	50
4.	FINDINGS . . . . .	51
	Description of Groups . . . . .	51
	Analysis of Research Questions . . . . .	52
	Summary . . . . .	71

5.	SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH .....	72
	Summary of Findings .....	72
	Summary of Significant Results .....	73
	Discussion of Research Questions .....	75
	Conclusions .....	88
	Recommendations for Future Studies .....	89
	Summary .....	90
	References .....	92
	Appendices .....	103
A.	The Mentoring Program .....	104
B.	Noe's Mentoring Function Scale .....	120
C.	Human Subjects Review Committee Approval .....	124

## List of Tables

Table	Page
1. Experimental Group: Noe's Mentoring Function Scale . . . . .	54
2. Experimental Group: Pretest and Posttest Analysis on the OSI-R Stress Segment . . . . .	56
3. Experimental Group: Pretest and Posttest Analysis on the OSI-R Strain Segment . . . . .	57
4. Experimental Group: Pretest and Posttest Analysis on the OSI-R Coping Segment . . . . .	58
5. Experimental and Comparison Groups: Posttest Analysis on the OSI-R Stress Segment . . . . .	60
6. Experimental and Comparison Groups: Posttest Analysis on the OSI-R Strain Segment . . . . .	61
7. Experimental and Comparison Groups: Posttest Analysis on the OSI-R Coping Segment . . . . .	62
8. All Newly Appointed U.S. Magistrate Judges: Gender Comparison of OSI-R Stress Segment . . . . .	64
9. All Newly Appointed U.S. Magistrate Judges: Gender Comparison of OSI-R Strain Segment . . . . .	65
10. All Newly Appointed U.S. Magistrate Judges: Gender Comparison of OSI-R Coping Segment . . . . .	66
11. All U.S. Magistrate Judges: Comparison to the OSI-R Normative Samples' Stress Segment . . . . .	68
12. All U.S. Magistrate Judges: Comparison to the OSI-R Normative Samples' Strain Segment . . . . .	69
13. All U.S. Magistrate Judges: Comparison to the OSI-R Normative Samples' Coping Segment . . . . .	71
14. Newly Appointed U.S. Magistrate Judges: Posttest Analysis By Gender For Selected OSI-R Stress Questions . . . . .	85

15. Newly Appointed U.S. Magistrate Judges: Posttest Analysis By Gender For Selected OSI-R Strain Questions . . . . .	86
16. Newly Appointed U.S. Magistrate Judges: Posttest Analysis By Gender For Selected OSI-R Coping Questions . . . . .	87

## List of Figures

Figure	Page
1. Diagram of Quasi-experimental Design . . . . .	37
2. Graph of Experimental Group Scores Pretest and Posttest . . . . .	73
3. Graph of Judges' Scores Compared with Normative Sample Scores	75
4. Graph of New Judges Scores Compared by Gender . . . . .	82



## Chapter 1

### INTRODUCTION

*Four things belong to a judge: To hear courteously,  
to answer wisely, to consider soberly and to decide impartially.*  
Socrates

Newly appointed judges face burgeoning caseloads, backlogs resulting from a time-consuming appointment process, and increasing criminal dockets. Judges are expected to operate at peak performance the first day on the job. Trial judges report feeling stress at high-to-troublesome levels, and exhibit strain in various forms, such as expressing annoyance to lawyers and litigants, having trouble making decisions, and experiencing difficulty concentrating (Eells & Showalter, 1994; Memory, 1981). Adding to their stress levels, most judges do not receive formal training until several weeks or months after appointment.

A facilitated mentoring program, offered as part of a new-judge orientation, was designed in an attempt to reduce the stress of transition to the bench. This research project examined the mediating effect of increased social support in a facilitated mentoring program on newly appointed U.S. Magistrate Judges' occupational stress, strain, and coping.

#### *Statement of the Problem*

By virtue of their appointment or election, judges are immediately thrust into a leadership role upon taking the oath of office. Judges also must make the transition into their new roles abruptly. The minute they are sworn in, they possess the full power and authority of their position. Judges are expected to be wise, responsible, efficient case-managers, and knowledgeable about all aspects

of civil, criminal, and local procedures. Due to ethical constraints, this metamorphosis from Perry Mason to Solomon occurs in relative isolation from social relationships with lawyers and others (Administrative Office of the U.S. Courts, 1999; Alpert, Akins, & Ziller, 1978; Zimmerman, 1984). Judging is one profession where the entry level is also the top level; leadership and full competency are expected upon appointment (Conner & Anderson, 1999).

Judicial training and orientation is not provided prior to appointment in the federal system. As newly appointed U.S. Magistrate Judges move from the bar to the bench, there is little formal support other than judicial education programs, which occur sometime during the first year after appointment. On a judge's first day, it is not unusual to select a jury and proceed with a trial, regardless of any limitations in trial experience (Edwards, 1998; Tevelin, 1998; Thorson, 1998). New judges may routinely be assigned matters involving life and death, child custody, domestic violence, or complex business relationships involving billions of dollars. Additionally, they must apply laws that may conflict with their personal values or beliefs. All of these pressures contribute to their occupational stress (Eells & Showalter, 1994; Rogers, Freeman, & LeSage, 1991).

Occupational stress for judges is also increased by the tremendous time pressures from expanding caseloads, their need for broad-based skills in substantive and procedural issues, and their responsibility for administrative matters involved in running the courts and managing dockets (Memory, 1981). With no control over the size of their caseloads, judges must work harder and faster to keep up with any increases (Tevelin, 1998). No system exists for new

judges to receive impartial feedback, or otherwise obtain constructive evaluation of their approaches to handling cases, settlement conference techniques, or other difficult tasks (Zimmerman, 1984).

### *Judicial Stress*

It is the manifestation of stress in the form of strain that has negative consequences for both the individual judge and the judicial system by way of reduced efficiency, lack of engagement, and negative behaviors or physical symptoms (Cooper, Dewe, & O'Driscoll, 2001; Hancock & Desmond, 2000; Hobfoll, 1998; Manning, Jackson, & Fusilier, 1996; Noe, 1989; Osipow, 1998). Studies indicate that several aspects of work roles are associated with stress: role overload, role insufficiency, role ambiguity, role boundary, responsibility, and physical environment (Cooper, 1998; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Kahn, 1981; Osipow, 1998). The result of stress on the individual can be measured by observable types of strain, such as physical (cardiac, gastrointestinal disorders), psychological (anxiety, depression); interpersonal (irritability, isolation); or vocational (productivity, satisfaction) (Cooper, 1998; Cooper et al., 2001). Stress and strain can be mediated by various coping skills, such as healthy activities, social support systems, recreational activities, and cognitive skills (Cooper et al., 2001; Lazarus & Folkman, 1984; Newman & Beehr, 1979). The Occupational Stress Inventory-Revised (OSI-R) is an instrument that measures stress, strain and coping.

There is limited empirical information about judicial occupational stress and the negative effects of strain on individual judges, or the justice system.

State and provincial trial court judges have been studied to identify stress factors, their mediators, and the frequency of physical symptoms of stress; however, due to the age of these studies, fewer than 5% of the subjects were female judges (Alpert et al., 1978; Eells & Showalter, 1994; Memory, 1981; Rogers et al., 1991). These studies show that judges experience stress in a variety of ways: Memory (1981) found that nearly 12% of the responding judges reported experiencing high-to-troublesome physical symptoms due to work-related stress; weighty responsibility from the important consequences of decisions (Alpert et al., 1978; Memory, 1981; Suran, 1982); role overload resulting from ethical constraints and conflicts between case outcomes and personal ideology or values (Eells & Showalter, 1994; Rogers et al., 1991); and a perceived or actual risk of harm to self or family (Rogers et al., 1991).

Researchers suggest that judicial educators should devise and test various interventions for occupational stressors, and note that further study is needed to demonstrate the negative impact of stress on decision-making in judging (Alpert et al., 1978; Eells & Showalter, 1994; Memory, 1981; Rogers et al., 1991).

Highly stressful conditions can be detrimental to decision making ... individual differences must be taken into account. [This study of] the stressors that normal, hardworking judges contend with on a daily basis ... provides a rationale for interventions aimed at enabling judges to better cope with the inevitable stressors awaiting them at work. (Eells & Showalter, 1994, p. 82)

The problem presented for this study is to examine the impact of a program designed to mediate occupational stress and strain by providing social

support in the form of facilitated mentoring for newly appointed U.S. Magistrate Judges. To date, no research has examined the influence of social support for new judges as a mediator of occupational stress and strain.

### *Social Support*

One way to mediate occupational stress is to increase the support from friends, family and co-workers (Cooper et al., 2001; Jacobi, 1991; Ostrow, Paul, Dark, & Berhman, 1986; Yandrick, 1999). Social support theory examines the role of supportive relationships in reducing the harmful aspects of stress and strain, by increasing coping mechanisms (Jacobi, 1991; Manning et al., 1996).

The role of social support has been demonstrated to have a positive impact on job satisfaction and personal development, and is used in medical and behavioral sciences to provide treatment for certain stress-related illnesses (Cohen, 1999; Hobfoll, 1998; Vaux et al., 1986). Mentoring is one method to provide social support for those in role transition (Daloz, 1999; Kram, 1985; Madsen & Mabokela, 2000).

### *Mentoring*

Mentoring in business is typically defined as a hierarchical professional relationship between a senior, experienced member of the group, and a junior, less-experienced colleague (Gehrke, 1988; Kram, 1985). Based upon developmental learning theory, this definition has now evolved (Darwin, 2000). The prevailing view is that mentoring is a "process-oriented relationship involving knowledge acquisition, application, and critical reflection" (Zachary, 2002, p. 28). Mentoring is generally viewed as a voluntary relationship, although certain

organizations offer a more structured, formal approach to mentoring. A facilitated mentoring program consists of paired mentoring; the selection of a mentor and the contents of the program are established by the employer or sponsoring organization (Kaye & Jacobson, 1995; Noe, 1988a).

Regardless of form, mentoring programs should be designed to benefit the organization as well as the individual mentees and mentors (Caldwell & Carter, 1993; Daloz, 1999; Greer, 1993). Noe (1988a) designed a questionnaire for use in evaluating mentoring programs; respondents indicate which types of mentoring behaviors they experienced: career or social support. Receipt of career-type mentoring, which focuses on skill building, can actually increase stress, as compared to receipt of social support mentoring (Seibert, 1999). It is important to measure whether mentoring was received, but to also identify the type. Noe's Mentoring Function Scale was used in this project to measure the type of mentoring received.

Organized mentoring programs have been offered in the training of new teachers, graduate students, and physicians (Busch, 1985; Futrell, 2001; Madsen & Mabokela, 2000; Schapira, Kalet, Schwartz, & Gerrity, 1992). Mentoring programs serve an important role in providing social support in the education of these professionals (Howey, 1988).

### *Judicial Education*

Training for federal judges is offered by the Federal Judicial Center (FJC) in Washington, D.C., during the judge's first year of service (FJC, 2001). Typically, federal judicial educational programs focus on skill-building (Resnik,

1998). The FJC offers a two-part program entitled *Orientation for Newly Appointed U.S. Magistrate Judges*. The first half of the new judge's orientation covers a standardized set of materials on the basic elements of case management, civil procedure, and criminal procedure. The second half is a week-long, face-to-face session at the FJC headquarters, where experienced judges discuss case management and law professors lecture on substantive topics such as criminal procedure, prisoner civil rights law, evidence, and employment law. No time is dedicated to the discussion of stress management, role transition or other developmental issues (FJC, 2000).

The FJC recognizes that mentoring programs are an appropriate part of new-judge training, and suggests that experienced judges in each district provide new judges an opportunity to watch court proceedings and learn about the policies and practices of that district (Meierhoefer, 1984; FJC, 2000). This is primarily career, or skill-building mentoring, rather than social support mentoring.

#### *Purpose of the Study and Research Questions*

The purpose of this study was to evaluate the effectiveness of a facilitated mentoring program for newly appointed U.S. Magistrate Judges by measuring their occupational stress, strain, and personal coping resources, pre-treatment and post-treatment, in a quasi-experimental design. The nature of judicial stress was examined through the use of the OSI-R. Comparisons of the newly appointed U.S. Magistrate Judges with the OSI-R normative samples provide insight on the components of judicial occupational stress. Comparisons within the experimental group focused on the effectiveness of the mentoring program in

the reduction of stress or strain. Gender was a background variable for this study due to the limited literature on judicial stress, particularly about women judges.

The FJC Magistrate Judge Education Committee offered the opportunity for mentoring to newly appointed U.S. Magistrate Judges as a part of their new-judge orientation program, commencing with the August 2001 class. The researcher designed a mentoring program to provide social support as the judges made the transition to their new roles, determined the method of program evaluation, and measured the impact of this initiative. The following questions guided this research:

1. Did the subjects receive career mentoring, social support mentoring, or both, as measured by Noe's Mentoring Function Scale?
2. To what extent did participation by newly appointed U.S. Magistrate Judges in a facilitated mentoring program affect reported components of stress, strain, and coping as measured pretest and posttest by the OSI-R?
3. Did reported components of stress, strain, and coping, as measured by the OSI-R posttest, differ between the experimental and comparison groups of newly appointed U.S. Magistrate Judges?
4. Did the reported components of stress, strain, and coping, as measured by the OSI-R posttest, differ significantly between male and female newly appointed U.S. Magistrate Judges?
5. Did reported components of stress, strain, and coping, as measured posttest on the OSI-R, differ between the U.S. Magistrate Judges in this study and the normative sample?



### *Need for This Study*

This study adds to our understanding and fills a gap in empirical knowledge about the impact of mentoring in the judicial profession. Specifically, it examines the effectiveness of a mentoring program as an intervention to reduce occupational stress and strain. As noted by Merriam (1983, p. 172), "the fundamental question for adult educators and researchers is not how mentoring leads to material success, but how it relates to adult development and adult learning." Further study of the nature of the mentoring relationship and its outcomes is necessary for educators (Hunt & Michael, 1983; Merriam, 1983). Twenty years after this call for action, there is still remarkably little empirical information on mentoring. Most studies relate to survey or anecdotal information; there are no experimental studies on judicial mentoring. Only one reported study, with a quasi-experimental design, examined mentored and non-mentored employees, along with a measure of the impact of a mentoring program on participants (Seibert, 1999).

In addition to providing feedback to participants, this study provides judicial educators with information on the impact of a facilitated social support mentoring program designed to reduce occupational stress and strain, and increase coping skills in newly appointed U.S. Magistrate Judges. If the mentoring program has a positive impact, implications for judicial education may arise, such as the need to develop curricula to address judicial stress, or to establish a mentoring relationship for all new judges. Given the few studies on judicial stress and the lack of empirical studies of facilitated mentoring programs

in general, this study is needed to advance the literature in both process and outcome for mentoring as it relates to occupational stress in general, and judicial stress in particular.

### *Methodology*

The Federal Judicial Center offers training for newly appointed Magistrate Judges twice a year, in March and August. The experimental group was the August, 2001 class. A mentoring component, designed by the researcher to increase the social support of new judges, was added to the August session. A stress management component was added to the orientation programs. To increase social support, the mentoring program included a plan for regular contact between the paired mentors and mentees for five months after the initial orientation session. A copy of the mentoring program is included as Appendix A.

The OSI-R instrument was developed by Dr. Samuel Osipow to facilitate the examination of stress, strain, and coping skills, based upon findings that an increase in coping skills, such as social support, can reduce workers' reports of both stress and negative strain symptoms (Osipow, 1998). The OSI-R is a valid and reliable measure of stress, strain and coping (Osipow, 1998; Spokane & Ferrara, 2001).

The three segments of the OSI-R examine reported occupational stress, psychological strain, and coping resources. The stress segment measures six domains: Role Overload, Role Insufficiency, Role Ambiguity, Role Boundary, Responsibility, and Physical Environment. The strain segment measures four domains: Vocational Strain, Psychological Strain, Interpersonal Strain, and

Physical Strain. The coping segment measures four domains: Recreation, Self-care, Social Support, and Cognitive Coping. These 14 domains have been validated and shown to be correlated and reliable measures of occupational stress, strain, and coping (Osipow, 1998).

To assess the impact of the mentoring component, the OSI-R was given to the experimental group in its initial class and to both the comparison and experimental groups five months after their orientation training. At the mentor orientation, it was decided that five months was sufficient for each group to become acclimated to the tasks of judging, and was sufficient to allow the experimental group to develop a relationship with their mentors. The program materials provided for up to eight months of comment and feedback if the mentoring pairs cared to continue longer than five months.

Two classes, with an interval between measures, allowed for a pretest and posttest quasi-experimental design. This is an accepted design when it is impossible to capture pretest data for the comparison group (Mohr, 1995). Because the program commenced five months after the comparison group first met, they were not given a pretest, as no evaluation was designed at that time. Each class was about the same size; 17 subjects entered the March class (comparison group) and 20 entered the August class (experimental group) for a total of 37 subjects (24 males and 13 females). Six experienced judges served as mentors: 2 men and 4 women.

Before analyzing the OSI-R scores, the results from Noe's Mentoring Function Scale, which was administered to all of the new judges, were examined

to determine that social support mentoring was received by the mentored group. This scale has been used to analyze characteristics of mentoring received, based on studies of mentoring functions (Noe, 1988a; Allen, McManus, & Russell, 1999). A copy of Noe's Mentoring Function Scale is included in Appendix B.

Using the OSI-R scores, comparisons of stress, strain, and coping were made using the different groups of judges, along with a comparison to the instrument's national norms. The analysis explored relationships among the three segments of the OSI-R, and examined the level of occupational stress, strain, and coping reported by the U.S. Magistrate Judges. The analysis provided some evidence that a positive impact on a judge's stress and strain could be correlated with participation in the mentoring program.

#### *Definition of Terms*

**Coping Resources:** Mediators of stress symptoms or causation, such as social support, recreation, self-care (regular exercise, sleep, health care), and cognitive coping (systematic approach to solving problems) (Osipow, 1998).

**Mentoring:** A personal relationship providing advice, counseling, and developmental opportunities, typically by a senior member of an organization to a junior member. Mentoring can be voluntary or facilitated. It can be lateral or hierarchical (Eby, 1997; Jacobi, 1991; Kram, 1985; Zachary, 2002).

**Occupational Stress:** Job characteristics that impact an individual's physical or mental health. Certain aspects of work roles are associated with occupational stress: role overload, role insufficiency, role ambiguity, role

boundary, role conflict, responsibility, and physical environment (Kahn, 1981; Cooper, 1998; Osipow, 1998).

**Psychological Strain:** Physical, psychological or interpersonal distress that manifests itself in observable symptoms (Osipow, 1998).

**Social Support:** Social resources that a person perceives to be available or are actually provided, in the context of both formal support groups and informal helping relationships, that aid in preventing or reducing stress (Cohen, Underwood, & Gottlieb, 2000; House, 1981).

**United States Magistrate Judge:** A lawyer, with at least five years' experience, appointed for a renewable term by U.S. District Judges in one of 94 districts. Duties include civil case management, settlement conferences, civil trials with the consent of the parties, criminal case preliminary matters, criminal trials in limited types of cases, and pretrial motions. United States Magistrate Judge Act, 28 U.S.C. § 631 et. seq. (West, 2002).

**Vocational Strain:** Negative attitudes about work evidenced by illness, absenteeism, inability to concentrate, and poor work quality (Osipow, 1998).

## Chapter 2

### REVIEW OF THE LITERATURE

This literature review will describe the nature of judicial occupational stress and provide an overview of the development of Osipow's model of the interrelationship between stress, strain, and coping (Osipow, 1979, 1998). A mediator for stress is social support, which can be delivered through mentoring (Cohen et al., 2000; Kram, 1985; Olian, Carrol, Giannantonio, & Feren, 1988). Evaluation of a mentoring program should include an analysis of the type of mentoring received, as that may impact the type of stress and strain reported by participants (Noe, 1988a; Seibert, 1999). The research questions were developed after a review of literature disclosed very few studies involving judicial stress and its mediators, or comparisons of judicial stress with stress in other professions.

#### *Judicial Occupational Stress*

The problem presented in this study was to determine the impact of paired mentoring on newly appointed U.S. Magistrate Judges in order to evaluate whether judicial occupational stress could be mediated through mentoring. Gender served as a backdrop question, as there are no reported studies focused on gender differences in judges' levels of stress and strain. An understanding of judicial stress was developed from the literature. Judges have reported that they experience physical and mental symptoms of stress, which impacts them and their work in the following areas:

1. Physical and Psychological Strain: Memory (1981) found that nearly 12% of the responding judges reported experiencing high-to-troublesome levels of work-related stress. Trial judges not only perceive stress, but report feeling strain resulting in physical symptoms (Eells & Showalter, 1994). Judges also report that their symptoms are noticeable to themselves and others around them (Memory, 1981; Zimmerman, 1984);

2. Responsibility and Role Ambiguity: Major sources of judicial stress include the responsibility of the job, the process of decision-making, and the important consequences of decisions, particularly in cases with strong emotional content or high public interest (Zimmerman, 1984). Judges also reported role ambiguity (conflicts or uncertainty in expectations about job requirements or authority) as a major stress factor, along with the ethical requirement to maintain a strict standard of personal demeanor, which limits social contact with lawyers and others (Alpert et al., 1978; Memory, 1981; Suran, 1982);

3. Role Overload: Other occupational stress factors for judges include serving in a specialized function; time pressures in which to make decisions; long work-weeks; and conflicts with personal ideologies or values (such as in death penalty cases, exclusion of evidence, or other major social issues) (Eells & Showalter, 1994; Rogers et al., 1991);

4. Physical Environment and Psychological Strain: Another source of stress entails the judges' reactions to perceived or actual danger to self or family from threats or the type of cases they handle; limitations in the courthouse

physical plant; and lack of available technology, resulting in reduced efficiency (Rogers et al., 1991; Zimmerman, 1984);

5. Psychological Strain: Judicial stress is increased from personal criticism by the press, or news coverage that results in a mistrial or difficulty in case management (Rogers et al., 1991);

6. Physical and Interpersonal Strain: Physical and psychological symptoms of stress reported by judges include trouble remembering things, feeling easily annoyed, temper outbursts, feeling blocked or unable to get things done, trouble falling asleep, trouble concentrating, and difficulty in making decisions (Eells & Showalter, 1994). Memory (1981) reviewed the high levels of physical symptoms of stress reported by state court trial judges, and noted certain studies that indicated lawyers and judges were twice as likely to die from arteriosclerotic heart disease as compared with university professors -- a group with similar status, education and activity level.

Significant mediators of judicial stress include staying in contact with lawyer-friends and being in a position to exercise judicial discretion (feeling autonomous in decision-making) (Rogers et al., 1991). Establishing contact with judicial peers is mildly correlated with stress reduction (Memory, 1981).

#### *A Model of Occupational Stress*

The study of occupational stress examines stress, strain, coping, and the impact of the interaction of these three elements on the worker and the workplace (Spokane & Ferrara, 2001). The Occupational Stress Inventory (OSI), the predecessor to the OSI-R, was developed by Dr. Samuel Osipow to assist



vocational behavioral counselors in devising programs to address occupational stress (Osipow, 1998).

Recognizing that work occupies a substantial portion of the time that people spend in their waking lives, and recognizing that in any context work is a major source of personal stress or satisfaction, it is clear that attention to occupational mental health provides a significant opportunity both to identify potential resources that people can use to enhance their satisfaction and effectiveness, as well as a significant source of difficulty that either has to be addressed through intervention or which can be prevented or minimized by appropriate programmatic interventions at earlier stages. (Osipow, 1979, p. 65)

Osipow is considered to be one of the founders of vocational psychology (Spokane & Ferrara, 2001). The development of the first version of the OSI recognized that "substantial levels of occupational role stress might be unavoidable, and thus an individual's ability to mobilize personal and interpersonal resources to combat that stress was crucial in determining the effects of that stress". (Spokane & Ferrara, 2001, p. 876).

Osipow's model considers how stress is related to the various aspects of work roles that have been established in the literature: Role Overload, Role Insufficiency, Role Ambiguity, Role Boundary, Responsibility, and Physical Environment (Beehr, 1976; Cartwright & Cooper, 1997; Hamner & Tosi, 1974; Hobfoll, 1998; Osipow, 1998; Roskies & Lazarus, 1980; Tosi, 1971). To determine the level of occupational stress, the individual's subjective negative response to stress must be considered (Osipow, 1998). Thus, psychological strain is also measured, as stress and strain interact (Cartwright & Cooper, 1997; Kahn et al., 1964). Under the category of psychological strain, the OSI-R looks at

affective and subjective responses such as anxiety, depression and lethargy. Sleeping disorders, eating disorders, use of alcohol, and social withdrawal are also examined. Finally, work productivity, attendance, and satisfaction are also subjectively rated (Osipow, 1998).

The relationships among stress, strain, and coping have been established. High stress predicts higher strain, and lower job satisfaction, as found by Decker and Borgen (1993) in a major occupational stress study involving 249 adults in 75 occupations, primarily university and corporate. None of the subjects worked in the judicial system. Negative affectivity is a dimension of coping, and positive affectivity can influence the feeling of stress; in short, positive people either do not encounter as many stressors, or do not notice them (Fogarty et al., 1999). Researchers have also examined the OSI-R scores of 477 Australian workers in a variety of occupations, ranging from general white-collar jobs, to positions in hospitals and the military, and found that stress and coping predict variance in strain, similar to the findings by Decker and Borgen (1993) (Fogarty et al., 1999).

The best measures to predict interpersonal strain were found to be role overload, role boundary, and responsibility (Hamner & Tosi, 1974; Osipow & Davis, 1988). In a major literature review by Newman and Beehr (1979), coping skills, including self-care, social support, cognitive coping, and recreation were identified as significant in stress reduction. The mediating effects of work structure and personal coping skills are also factors in an overall assessment of

occupational stress. Osipow's model focuses on four areas of personal resources: (1) self-care by healthy activities; (2) social support from family and friends; (3) cognitive skills enabling time management and efficient work; and (4) recreational or leisure activities for satisfaction and distraction from work stress (Osipow, 1998). Organizations may find that stress reduction programs are a cheaper alternative to ignoring employee strain (Osipow & Davis, 1988). The OSI-R represents a comprehensive model of occupational stress, strain, and coping, and is based upon the research in stress management that established correlations among these three factors (Spokane & Ferrara, 2001).

The research in occupational stress has produced mixed results on the question of job-family conflict reported by men and women (Cooper et al., 2001). Because women continue to have primary family responsibilities, they are more often confronted with role conflicts than are men (Milkie & Peltola, 1999). However, women may frame these conflicts as job-family as opposed to men, who may frame them as family-job (Cooper et al., 2001). Although both men and women experience the same stressor, it may be reported as a difference in strain levels because women have devised better adaptive strategies (Milkie & Peltola, 1999). A broader study of family context may be required in order to understand the dynamics of reported levels of occupational stress (Hobfoll, 1998; Milkie & Peltola, 1999).

### *Investigating Occupational Stress*

The OSI-R (Osipow, 1998) explores stress, strain, and coping through 140 questions, ten in each of the following 14 domains, which are contained in three segments:

#### Occupational Role

*Role Overload:* too much to do; not enough training; deadlines  
*Role Insufficiency:* underutilization; lack of career advancement  
*Role Ambiguity:* unclear expectations; conflicting demands  
*Role Boundary:* unclear authority lines; conflicting supervisors  
*Responsibility:* weighty decisions; significant results  
*Physical Environment:* high levels of noise; toxins; erratic schedule

#### Personal Strain

*Vocational Strain:* dread; boredom; problems concentrating  
*Psychological Strain:* depression; anxiety; irritability; lack of humor  
*Interpersonal Strain:* frequent quarrels at work or home; withdrawn  
*Physical Strain:* health worries or symptoms (colds, cardiovascular)

#### Personal Resources

*Recreation:* regular leisure activities  
*Self-Care:* regular exercise program; sufficient (8 hours) sleep per night; healthy eating (diet and schedule)  
*Social Support:* one trusted friend for work; one person who provides love; a feeling of closeness to someone; ability to ask for and receive help  
*Rational/Cognitive:* systematic approach to problem-solving; ability to set and follow priorities; ability to stay on task and get work done

The OSI-R has been used to study occupational stress, strain, and their mediators in a variety of occupations: teachers (Bertoch, Nielson, Curley, & Borg, 1989; Kaunitz, Spokane, Lissitz, & Strein, 1986; Pithers & Soden, 1999); childcare workers (Chang, 1990); white-collar workers (Decker & Borgen, 1993); and health workers or counselors (Aitken & Schloss, 1994; Fogarty et al., 1999; Kagan, Kagan (Klein), & Watson, 1994; Lagace, 1998; Sowa, May, & Niles,

1994). There are no reported studies using the OSI-R to measure judicial occupational stress. The OSI has been used in over 2,000 stress-reduction counseling interventions, such as small- and large-group interpretive workshops, organizational consultations, resource center modules, and other forms of counseling (Spokane & Ferrara, 2001).

The OSI-R (1998) was developed and standardized, with normative data (n=983) provided in the test manual. Additionally, the normative data is broken into subsets of six occupational groups that comprise the Bureau of Labor Statistics 1996 Census Data categories: Executive and Professional; Technical; Marketing; Administrative Support; Public Service/Safety; and Agricultural/Laborer (Osipow, 1998). The normative data also includes a subset of workers with advanced degrees (Osipow, 1998).

#### *Validity and Reliability of the OSI-R*

Earlier versions of the OSI-R have been extensively critiqued and validated in over 60 studies (Osipow, 1998; Spokane & Ferrara, 2001). Reviews have found the OSI and OSI-R to be "integrated, psychometrically sound, and a practical device for use in a variety of research and practical applications .... [having] internal consistency evidence sufficient, and the factor structure, to be consistent with the hypothesized model" (Spokane & Ferrara, 2001, p. 93).

In the development of the OSI-R, based upon the OSI, intercorrelations among each of the total questionnaire scores for each segment, and each of the 14 domains were calculated.

A substantial and significant negative correlation ( $-.54$ ) was found between the PRQ<sup>1</sup> and PSQ total scores and a similar negative correlation was found between the ORQ and PRQ total scores ( $-.33$ ). Conversely, a positive correlation was found between the ORQ and PSQ total scores ( $.59$ ). This finding was also supported by the pattern of correlation among the individual scales. Thus, high levels of coping were correlated with low levels of strain, and stress, supporting the model that resources (PRQ) correlate negatively with stress (ORQ) and strain (PSQ). (Osipow, 1998, p. 24)

The OSI-R was examined for reliability, through test-retest and internal-consistency analysis with the normative sample (Osipow, 1998). On the test-retest analysis, all correlations between two administrations were significant at the .01 level, and ranged from "a low of .39 for self care in the PRQ to a high of .74 for the total PSQ score. Only two correlations were less than .50" (Osipow, 1998, p. 24). The examination of the alpha coefficients with the normative sample showed .88 for the ORQ, .93 for the PSQ and .89 for the PRQ. The alpha coefficients for the OSI-R were comparable for the OSI (Osipow, 1998).

There is a high correlation of items between the OSI and OSI-R, so it is reasonable to generalize the validity studies conducted on the OSI (1981-1987) to the use of the OSI-R (1988 - present) (Osipow, 1998). The 14 individual domains of the stress, strain, and coping segments of the OSI and OSI-R were subjected to a maximum-likelihood factor analysis with varimax rotation (Osipow, 1998). This analysis found a considerable similarity between the factor structure of the OSI and OSI-R. Additionally, it was concluded that the factor loading for

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<sup>1</sup>Osipow's acronyms in the OSI-R are PRQ=Personal Resources Questionnaire (coping); PSQ=Personal Strain Questionnaire; ORQ=Occupational Role Questionnaire (stress).

each of the six stress domains were evenly distributed; the four strain domains were less evenly distributed and may include some overlap between psychological strain and interpersonal strain; and the four coping domains were evenly balanced (Osipow, 1998). The overlap of factors indicates that a single stress or strain score cannot be calculated, as each of the domains does not have equal weight, and there may be some cross-over of domains.

An examination of concurrent validity of the OSI-R with two other commonly used vocational counseling instruments, the Employee Assistance Program Inventory (EAPI) and the Career Attitudes and Strategies Inventory (CASI) was conducted, and Osipow's model was found to be consistent with these instruments; namely, higher stress and strain correlated to lower coping (Anton & Reed, 1994; Holland & Gottfredson, 1994). All of the stress segment domains, except for Responsibility, were significantly correlated with the EAPI Scale of Work Adjustment. Significant correlations were also found between the OSI-R domains of Role Overload and Interpersonal Strain compared with the EAPI domain of Substance Abuse. The four OSI-R strain domains were found to significantly correlate with the EAPI domain of Anxiety and Depression. Effects of stress and strain manifested themselves in substance abuse, anxiety, and depression. The EAPI scales for Anxiety, Depression, Family Problems, Self Esteem, and Problem Minimization were found to be negatively correlated with the OSI-R coping segment domains (Osipow, 1998). These findings support Osipow's (1998) model: higher stress and strain is found with lower levels of coping.



Several studies have examined the effectiveness of specific stress interventions, and used the OSI or OSI-R scales and other instruments as outcome measures, such as the Emotional Exhaustion Frequently segment from the Maslach Burnout Inventory (Higgins, 1986; Kagan et al., 1994; Maslach & Jackson, 1981a; Smith, 1987). These studies suggest that specific types of behavioral or cognitive interventions were effective in reducing stress and strain, and that the OSI-R segments were sensitive measures of treatment effects (Osipow, 1998).

Studies also indicate that increasing coping resources should be the focus of stress reduction programs (Maslach & Jackson, 1981b; Osipow & Spokane, 1984). For example, in a comparison of behavioral programs, such as those teaching relaxation, with cognitive programs that included time management and assertiveness training, it was found that participating in either program was equally effective in stress reduction, and more effective than no treatment at all (Higgins, 1986). Cognitive training via computer was offered to adult males and also found to be an effective mediator for stress and strain, using the OSI as a measure (Smith, 1987). For both the OSI and OSI-R, there are numerous other published and unpublished studies that examine convergent validity, factor analysis, correlational studies of the 14 domains to practical application, and use of the scales as an outcome measure for stress intervention programs, as well as the interactions of stress, strain, and coping (Osipow, 1998).



### *Social Support and Occupational Stress*

One way to mediate occupational stress is to increase the support from friends, family and co-workers. Social support theory examines the role of supportive relationships in reducing the harmful aspects of stress and strain, by increasing coping mechanisms (Jacobi, 1991; Manning et al., 1996). Social support is effective in reducing the negative effects of stress (Cooper et al., 2001; Jacobi, 1991; Mettlin & Woelfel, 1974; Ostrow et al., 1986; Yandrick, 1999). Social support is typically defined as consisting of: (1) emotional support (esteem, trust, concern, listening); (2) appraisal support (affirmation, feedback); (3) informational support (advice, suggestions, directives, information); and (4) instrumental support (aid-in-kind, money, labor, time, modifying environment) (House, 1981). Social support allows for organizational norms to be maintained (Bandura, 1977; Bandura, 1986; Gerstein, 1985). Members of naturally formed, rather than constructed networks can reduce the stress of new members through increased communication, joint problem-solving, and a heightened sense of community and belonging (Cohen et al., 2000).

Social support affects both mental and physical health; it influences emotions and behaviors (Cobb, 1976; Cohen & Williamson, 1988; Roskies & Lazarus, 1980). One model of social support is the "stress-buffering" model, which holds that support is related to well-being, primarily for those under stress (Cohen & Williamson, 1988). Another is the "direct effect" model, concluding that social resources are beneficial regardless of whether a person is under stress (Cohen et al., 2000). The perception of the availability of social support has been

found to be a stress buffer, regardless of stress levels experienced by the subject, or whether support was actually provided (Cohen & Wills, 1985; Lindorff, 2000; Schwarzer & Leppin, 1989).

Social support results in a positive impact on job satisfaction and personal development, and is used in medical and behavioral sciences to provide treatment for certain stress-related illnesses (Cohen, 1999; Vaux et al., 1986). Mentoring is one method to provide social support for those in transition (Daloz, 1999; Kram, 1985; Madsen & Mabokela, 2000).

Formal peer relationships have been found to serve as a source of social support, and to reduce stress in newcomers to a group (Allen, McManus, & Russell, 1999). Such peer relationships can be structured in the form of paired mentoring, such as that offered in this project. Social support theory provides a framework for analysis of the outcome of mentoring in an education program.

### *Mentoring*

Mentoring is an accepted aspect of business, professional, and personal development (Jacobi, 1991; Kram, 1985; Zachary, 2002). Formal mentoring programs include the selection of a mentor and content of the program by the sponsoring organization. Informal mentoring, instigated by the mentee or mentor, may also take place (Noe, 1988b). Regardless of form, institutional mentoring programs should be designed to benefit the organization, as well as the individual mentees and mentors (Caldwell & Carter, 1993; Daloz, 1999; Darwin, 2000; Greer, 1993).

Different disciplines use the term mentoring in different ways. Jacobi (1991) reviewed eight major studies that examined mentoring from a very broad perspective; she identified the following 15 functions that mentors perform: (1) acceptance and encouragement: taking the protégé under his or her wing; (2) advice and guidance: offering the mentee suggestions about individual job tasks and career; (3) access to resources: enabling the new employee to access organizational or professional resources and networking; (4) opportunities for assignments, or entree due to the mentor's position; (5) clarifying the goals and values of both the organization and the new employee; (6) coaching: offering corrective feedback, performance assessment, and evaluation; (7) information: both written and oral histories, as well as traditions of the organization can be passed on and the new person initiated; (8) protection: using the mentor's professional status to protect the protégé or as guidance for the protégé to avoid becoming overextended; (9) serving as a role model: demonstrating appropriate behaviors, attitudes, and social skills for the job; (10) reflected credit: allowing the protégé's performance to reflect on the mentor, and vice versa; (11) socialization: counseling the protégé on accepted behaviors and norms; (12) sponsorship or advocacy: going to bat for the protégé in navigating the system; (13) stimulating acquisition of knowledge: providing information, challenge, and raising the level of thinking of the protégé; (14) skill building: providing direct assistance in specific job problems or assignments; and (15) visibility or exposure: ensuring that the effort of the protégé is seen and recognized.

Benefits for the mentor and protégé include development of enhanced skills, more information, and sponsorship within the organization (Chao et al., 1992; Noe, 1988a). Psychosocial benefits come from emotional support and friendship within the mentoring relationship (Kram, 1985; Olian et al., 1988). Reduction of stress occurs through an increase in social support (Zimmerman, 1984).

State judicial-education systems include mentoring programs; however, their focus has primarily been on providing legal issue content-training (Conner & Anderson, 1999). A 2002 survey of judicial educators found that 36 states or territories had mentoring programs, which was an increase from 28 states or territories as reported in 1997 (Hudzik, 1999; Paul, 2002). This project was the first time the FJC offered facilitated mentoring.

#### *Validity and Reliability of Noe's Mentoring Function Scale*

Mentoring can be defined, and formal mentoring programs devised, to meet certain developmental or institutional needs. It is important to examine the different traits of mentoring to determine what intervention was provided, or perceived to be available (Cohen & Wills, 1985). Noe's Mentoring Function Scale is a questionnaire that seeks information about mentoring activities completed in formal mentoring (Noe, 1988a). This scale is based upon the seminal work of Kram (1983, 1985), who conducted biographical in-depth interviews with corporate managers to identify the functions provided by mentors, and determined that assigned mentors provided both career and psychosocial functions for mentees. Kram (1985) found that mentors help mentees advance,

or appear to be ready for advancement, in their careers. These career-related functions include coaching, protection, exposure, and providing challenging assignments. Under the category of psychosocial functions, Kram (1985) found that mentors provide role modeling, acceptance, confirmation, friendship, and counseling about fear and anxieties. Later work by Olian and others (1988) and Jacobi (1991) supported these findings, and concluded that mentors provide support in both career and social roles. Noe's Mentoring Function Scale has been compared to other mentoring function scales and found to be valid (Tepper, Shaffer, & Tepper, 1996).

Noe (1988a) reported internal consistency estimates of .92 for the psychosocial scale and .89 for the career-related scale. Subsequent research has reported internal consistency estimates ranging from .84 to .91 for the psychosocial scale, and .79 to .86 for the career-related scale (Chao et al., 1992; Chao, 1997; Green & Bauer, 1995). In [Allen, McManus and Russell, 1999] the reliabilities for the psychosocial and career-related scales as indicated by coefficient alpha were .94 and .93 respectively. (Allen et al., 1999, p. 460)

Other studies using Noe's Mentoring Function Scale suggest that career-type mentoring, which focuses on skill building, can actually increase stress as compared to social support type of mentoring (Allen et al., 1999; Seibert, 1999). Thus, it is important to measure not only whether mentoring was received, but to identify the type.

### *Outcomes of Mentoring*

The process of mentoring has been widely studied in business literature (Chao et al., 1992; Head, Reiman, & Thies-Sprinthall, 1992; Kanter, 1977; Kram, 1983, 1985; Kram & Isabella, 1985). The mentoring relationship offers benefits

to business organizations, because mentoring instills the company's norms, procedures and policies in the mentee, who becomes more quickly aligned with the corporation and acts in a more efficient manner (Fagenson, 1989; Koberg, Boss, & Goodman, 1998; Quinlan, 1999). For a formal mentoring program to work, the organization must allot sufficient time and support for the mentoring process (Allen, Poteet, Russell, & Dobbins, 1997; Clawson, 1980; Quinlan, 1999). The benefits of participation in a mentoring program include positive career growth and reduction in occupational stress (Burke, McKeen, & McKenna, 1993; Chao et al., 1992; Kram, 1985).

Organizational socialization and stress reduction can be facilitated by mentoring (Allen, McManus, & Russell, 1999; Nelson, Quick, & Joplin, 1991). Organizational socialization focuses on how newcomers transition, and how they acquire the knowledge, skills, and behaviors they need in order to participate in their new roles effectively (Allen et al., 1999). Organizations benefit from new employees who are more quickly assimilated. Newcomers assigned mentors at their earliest stages in an organization report lower levels of stress (Nelson et al., 1991). These findings are important in the design of mentoring interventions aimed at new members of an organization.

Studies of mentoring programs in other occupations have demonstrated that the social support offered by mentoring increases job satisfaction, and lowers turnover rates (Koberg et al., 1998; Wallace, 2001). In a major study of hospital workers, employees who had informal mentors reported that they believed or perceived that their mentors provided psychosocial support, which

resulted in their increased job involvement, job satisfaction and a reduced desire to leave employment (Koberg et al., 1998). A similar study of female lawyers found that social support benefits of informal mentoring assisted younger female lawyers in coping with occupational stress in the areas of role conflict, ambiguity and stress. The study concluded that the most noticeable difference came in an improved ability to balance conflicts between family and work, especially if the subject had a female mentor. In this study, female lawyers paired with male mentors were more likely to earn a higher salary (Wallace, 2001). It was anticipated that newly appointed judges would benefit from a mentoring program that focused on social support, particularly as they transitioned to a new role in a new organization.

Mentors, in addition to organizations and mentees, benefit from a formal mentoring program. Mentors report that the mentoring experience leads to greater job satisfaction (Levinson, Darrow, Klein, Levinson, & McKee, 1978). Mentors also demonstrate enhanced leadership skills (Kram & Hall, 1989). For the mentor, the reappraisal of one's past is an appropriate developmental task at mid-life (Erikson, 1964; Kram & Hall, 1989). A mentoring program is an opportunity not only for the new judge to develop as an individual, but also for the whole profession of judging to evolve. Through helping others, mentors gain internal satisfaction while they help new judges frame the challenges they face (Conner & Anderson, 1999; Clayman et al., 1996; Claxton & Murrell, 1999). A protégé's occupational stress is related to the type of leadership style exhibited by the mentor, because the mentor helps the protégé make meaning of



organizational events, and influences the manner in which the protégé perceives and acts upon stressful events (Scandura & Schriesheim, 1994; Sosik & Godshalk, 2000; Thibodeaux & Lowe, 1996). Mentors offering social support are engaging in a transformational leadership style.

The literature is mixed on the question of whether same-gender or mixed-gender pairing in mentoring has an impact on the outcome of mentoring (Bogat & Redner, 1985; Ensher & Murphy, 1997; Noe, 1988b). Burke, McKeen and McKenna (1993) concluded that female-female mentoring pairs reported higher amounts of psychosocial support than male-male dyads, as did Wallace's (2001) report on female lawyers. Scandura and Ragins (1993) concluded that men and women reported similar functions being provided to them by mentors, regardless of the gender mix of the pairing, as did a separate study by Seibert (1999).

In corporations, mentored protégés receive more positive job and career benefits, such as increased sponsorship and exposure (Jacobi, 1991; Kram, 1985). In a key study of male executives, there was a high correlation between those who had mentors with higher salaries and bonuses, compared to those who did not have mentors (Roche, 1979). A survey conducted by Fagenson (1989), examining 246 males and females in upper and lower levels of a large corporation, furthered this line of research. All protégés reported having more advantages in career outcomes than those who were not mentored, regardless of high or low status, or gender pairing (Fagenson, 1989). Other studies have shown that not all women or minority workers have access to mentoring relationships with the same frequency as white males (Ibarra, 1993).



In a study of a paired mentoring program for female university faculty, it was noted that one advantage of the mentoring relationship, no matter how it was structured, was to enhance the social support of the new faculty members as they made the transition to academia (Quinlan, 1999). This was consistent with Sorcinelli's (1994) research finding that mentoring addresses new faculty members' need for social support. Some of the stressors that mentoring reduced included role ambiguity, role boundary, and the need for socialization with the department chair and peers (Sorcinelli, 1994). Academic deans reported similar stressors – role conflict, role ambiguity, and high responsibility – and that the use of informal mentors reduced their stress (Nies & Wolverton, 2000). Since social support mentoring benefits the mentee and the sponsoring organization, the type of mentoring received should be established as a part of program design and evaluation.

As organizations attempt to benefit from the positive effects of formal mentoring, they have begun to implement their own specially designed mentoring programs. Yet the literature evaluating such programs is scarce – only three studies of facilitated mentoring are reported (Chao et al., 1992; Noe, 1988a; Seibert, 1999). Only the Seibert study is a quasi-experimental design; Chao surveyed college alumni; and Noe's survey was based on a single group of educators who were paired with mentors.

Seibert (1999) took advantage of a corporate program that implemented mentoring, using the naturally occurring control and experimental groups to study the outcome of the programs; the experimental group reported a significant

increase in job satisfaction. In this study, two groups of new employees, from two different years, were sent questionnaires at the beginning of their employment terms. Twelve months later they were sent a follow-up questionnaire. Due to the timing of the study, it was only possible to give the control group the questionnaires twelve months after they had started, so no baseline data was available. The questionnaires included demographic questions, survey questions, and used several instruments to measure organizational commitment, work role stress and self-esteem (Seibert, 1999). Mentor behaviors were also reported in a segment based on Noe's work (1988a), that was designed to measure receipt of career mentoring and psychosocial mentoring, along with the protégé's satisfaction with the mentoring relationship. The two groups were estimated to be equivalent at pretest. The members of the control group were asked whether they had spontaneously obtained mentoring services; some reported that they had, which reduced the control group size.

In Seibert's (1999) study, the mentoring program had a significant positive effect on job satisfaction, primarily due to psychosocial mentoring. Protégés who received more psychosocial mentoring reported higher levels of job satisfaction, organizational commitment, and self-esteem, coupled with lower levels of job stress. Protégés who received more career mentoring reported feeling higher work-role stress. Overall, there was not a significant difference in the measure of work-role stress between the control and experimental groups, and there was no difference in terms of gender. It was posited that the career stage of new workers may have been a determinant of the type of mentoring received (more

psychosocial than career), and that providing career mentoring too soon in the process can actually increase stress, rather than reduce it (Seibert, 1999). There is a need to expand the literature in the area of facilitated mentoring, so that the types of mentoring received are identified along with the specific interventions offered by the mentor, in order to analyze impact (Merriam, 1983; Noe, 1988a).

New judge training lends itself to the assignment of a mentor for a limited duration, thus allowing the mentoring to enhance the organized substantive legal education programs being offered by the FJC. The organizational structure provided at orientation training, combined with the circumstance of a new appointment, along with other structures and norms in place at the FJC, should provide the foundation for successful mentoring relationships (Fagenson, 1989).

### Summary

Judges, particularly those who are newly appointed, face tremendous job pressures and little formal support. A facilitated mentoring program, offered as part of new judge orientation training, may serve to reduce their role overload and increase their social support. This project examined whether facilitated mentoring had a mediating effect on newly appointed Magistrates Judges' occupational stress. The use of the OSI-R extends the literature on the measure of judges' vocational stress and psychological strain, as well as the potential mediating effects of psychosocial mentoring.

## Chapter 3

### METHODOLOGY

This project investigated whether occupational stress, personal strain, and coping resources of newly appointed U.S. Magistrate Judges, as measured by the OSI-R, were impacted by a five-month facilitated mentoring program offered as part of a new-judge training course. The effectiveness of the mentoring program was measured in a quasi-experimental format (Creswell, 1994).

#### *Design of the Study*

The quasi-experimental design is an acceptable format when it is impossible to obtain pretest data from the comparison group (Mohr, 1995). Although it not as powerful as a randomly assigned pretest and posttest design, it can still be useful, particularly if the groups are compared and sizeable differences are found (Mohr, 1995). Larger groups are also preferable, but could not be obtained here, as the entire group of newly appointed U.S. Magistrate Judges in 2001 totaled 37. Of this group, a 100% participation rate was achieved on both the OSI-R and Noe's Mentoring Function Scale.

#### *Format*

The OSI-R was administered to two groups of new judges who participated in the *Orientation Program for Newly Appointed U.S. Magistrate Judges* produced by the Federal Judicial Center in 2001. The OSI-R scores from the 18 members of the experimental group, who received formal mentoring subsequent to orientation, were compared to their scores on the same test five months later, as well as to scores of the 15 members of the comparison group,

who did not receive mentoring. Four subjects were omitted from this analysis: 2 from the experimental group who reported they did not receive mentoring, and 2 from the comparison group who did receive mentoring. The design is represented in Figure 1, with O = observation via the OSI-R, and X = the five month mentoring program. The design was limited by the schedule for judicial training, and the FJC program change to include facilitated mentoring for the August, 2001, and subsequent classes.

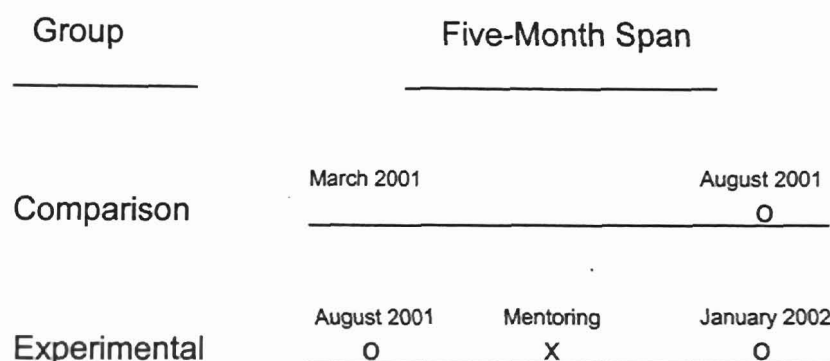


Figure 1. Diagram of quasi-experimental design.

### *Participants*

The population of newly appointed U.S. Magistrate Judges varies annually, but generally ranges between 30 to 40 new judges. In 2001, of the 37 new judges eligible for training, 13 were women (6 in the experimental group, and 7 in the comparison group); the judges' ages ranged from 35 to 59. All new U.S. Magistrate Judges are required to have at least five years' experience as a lawyer, and most have significantly more. Of the 37 judges eligible for training, all attended the initial orientation training offered by the FJC: 17 in the March class and 20 in the August class. These two groups comprised the sample, as they

were the only new U.S. Magistrate Judges available to study. There were 6 mentors: 2 male and 4 female.

The assignment of the new judges to one of the two groups was based upon their date of appointment to office. As the orientation classes are held twice yearly, the March class consisted of judges appointed between August of the previous year and the March class date; the August class consisted of judges appointed between March and the August class date. Both classes met in a joint session in October. Thus, in each class, experience as a U.S. Magistrate Judge ranged from one day to six months; some of the members had prior state-court judicial experience, others had a wide variety of private practice or government service experience.

Because the two groups were naturally formed, and because the orientation program was undergoing a change to include the implementation of a mentoring segment beginning in August, 2001, the opportunity was presented to design an experiment to measure the impact of the program as part of its evaluation.

The mentors were experienced U.S. Magistrate Judges who served on the FJC Magistrate Judge Education Committee. All volunteered to serve as long as needed, and to mentor up to four new judges each. The assignments were made at random before the first class session, with some reassignments allowed to accommodate different time zones. The mentors agreed to participate in a training session conducted by the researcher in July, 2001. They all took the OSI-R in July as part of the training, where they were instructed on social support

theory and stress management. They took the OSI-R again in January, 2002.

The researcher is an experienced U.S. Magistrate Judge who has been involved as a volunteer with FJC education programs for the past ten years in the role of planner, faculty member, advisor, and member of the Magistrate Judge Education Committee. The researcher designed and implemented the mentoring program introduced at the August, 2001, session, and served as an internal evaluator. This study is only one factor the Committee used in deciding how, or if, the mentoring program continued.

#### *Description of the Intervention*

The mentoring program was designed to provide social support to new judges, by pairing them with experienced judges. The mentors received an orientation training session and manual before being assigned to two or three new judges. The manual provided suggestions for discussion topics that the mentor might use, including: identifying sources of stress and coping methods; reviewing any impact the new judges' role change had on themselves or their families; discussing troublesome legal issues or career-related procedural matters that posed problems; considering an exercise or relaxation program as part of the new judge's routine; asking the new judges to reflect on how the job has impacted their relationships with others; and considering any topic the new judge wished to discuss. The mentoring program outline is included as Appendix A.

The mentoring program commenced when the mentors contacted the new judges by telephone or e-mail prior to their first orientation class in August, 2001.

Mentors met with their assigned new judges informally during the orientation class week, and maintained regular contact by e-mail, telephone, or correspondence over the following five months. The mentors were requested to keep logs of their contacts and return them to the researcher, but most did not. The researcher sent the mentors regular e-mail reminders to contact their mentees; some mentors gave brief progress reports by e-mail or telephone. The mentors and mentees met face-to-face at additional training in October, 2001. After the October class, the mentors continued their regular contact. Mentors reported following the outline in the manual, and that they discussed the new judges' concerns.

The mentor's manual contains materials that provided for eight months of mentoring; the mentors preferred a five-month program that concluded before the next class of new judges began. Therefore, the mentoring program formally concluded at the end of January, 2002, with all of the mentors and mentees completing the OSI-R. Several mentors have continued to keep in touch with their mentees, by e-mail, phone, and in person (K. Klein, Personal Communication, March 1, 2002).

#### *Instrumentation*

Two instruments were used in this study. The OSI-R was used to measure stress, strain, and coping, pretreatment and posttreatment. Noe's Mentoring Function Scale was used to determine the type of mentoring received, if any.



### *Occupational Stress Measure*

The OSI-R was used to measure fourteen domains, clustered in three segments. These segments include: 1) Occupational Stress, consisting of six domains: Role Overload, Role Insufficiency, Role Ambiguity, Role Boundary, Responsibility and Physical Environment; 2) Strain, consisting of four domains: Vocational Strain, Psychological Strain, Interpersonal Strain, and Physical Strain; and 3) Coping Resources, which consists of four domains: Recreation, Self-Care, Social Support and Cognitive Coping. The research edition of this test provides normative data (n=983) for gender and subsets of specific occupational categories such as executives, and those with advanced degrees (Osipow, 1998). Tables are provided to facilitate translation of the raw scores into scaled T-scores, for use in individual consultation, treatment, and diagnosis. Permission to reprint the OSI-R and score sheets in the Appendix was declined by the publisher.

Providing individual subjects with their own scaled scores as part of the orientation program allowed new judges to assess their sources of stress, levels of strain, and coping resources. The overall results and analysis of raw scores within and between each group and the OSI-R normative samples provided insight into specific areas for improvement in the education of judges, either by the FJC or for individual study.

### *Measure of Mentoring Received*

To determine the type of mentoring the judges received, all of the new judges completed Noe's Mentoring Function Scale, which is based on Kram's

qualitative descriptions of mentoring functions (Kram, 1985; Noe, 1988a). Noe's Mentoring Function Scale measures career and psychosocial traits of mentoring on a five-point Likert scale. The mentoring program designed and implemented for this project addressed social support needs, particularly counseling, friendship, and acceptance. In addition to describing mentoring provided by assigned mentors, use of the mentoring scale captured a description of any mentoring obtained by the comparison group members (Chao et al., 1992; Noe, 1988b; Seibert, 1999). The instrument is included as Appendix B; it contains 18 items: nine with a career dimension, and nine with a psychosocial support dimension.

For this project, the data received on Noe's Mentoring Function Scale was manipulated prior to calculations. For each item, the subject responded on a Likert Scale of 1-5, with 1 = strongly agree and 5 = strongly disagree, that this type of mentoring was provided. However, the subjects also could choose 0 = n/a; does not apply. The score of "0" skewed the results, particularly in the answers to career-type mentoring questions, which were typically not applicable to this study. It was determined that the subjects' answers would be more accurately reflected if all of the "0's" were recorded as "5's", since "does not apply" is the equivalent to "strongly disagree." This was done so that the analysis on the Likert scale of 1-5 represents a truer picture of mentoring actually received.

#### *Validity and Reliability of the Instruments*

As discussed in Chapter 2, the OSI-R and its earlier versions has been

used in research and treatment of stress since 1981 (Osipow, 1998). There are over 60 studies using the OSI/OSI-R that have established the interrelation among stress, strain, and coping (Osipow, 1998). Osipow's model, namely that high levels of stress with low levels of coping skills are reflected by high levels of personal strain, is firmly established in the literature (Spokane & Ferrara, 2001).

As discussed in Chapter 2, Noe's Mentoring Function Scale has been validated in several reported studies (Tepper, Shaffer, & Tepper, 1996). The components of mentoring used by Noe to create the scale were the result of a major qualitative analysis by Kram (1985), as a result of her work with a corporate mentoring program (Noe, 1988a).

#### *Data Collection*

The OSI-R was administered to the new judges as part of their participation in the FJC Orientation program; the mentors took it as part of their training and at the conclusion of the program. Noe's Mentoring Function Scale was also administered during the second phase of the orientation program.

#### *Procedure and Schedule*

The OSI-R and Noe's Mentoring Function Scale were distributed according to the following schedule:

July, 2001: Mentors took the OSI-R as part of their training in mentoring functions and stress reduction.

August, 2001: The OSI-R was given to the newly appointed U.S.

Magistrate Judges as part of the FJC *Phase I Orientation Program*.

The experimental group used the OSI-R results as part of a class

discussion on stress management. Individuals could share their results, if they cared to, in order to discuss areas of concern with their assigned mentor. The comparison group, which did not receive mentoring, was mailed a copy of the OSI-R, with a request for its prompt return by mail. A participation rate of 100% from both groups was achieved.

October, 2001: All new U.S. Magistrate Judges were invited to the second part of the New Judge Orientation Program, but some did not attend due to concerns about being in Washington, D.C., only three weeks after the terrorist attacks of September 11, 2001. All of the new judges in attendance at this training were administered Noe's Mentoring Function Scale. Those not in attendance received and returned the test to the researcher. Facsimile transmission was required due to interruptions in mail service following postal anthrax incidents, which caused some judges' mail to be impounded and destroyed. A participation rate of 100% was achieved.

January, 2002: OSI-R tests were mailed to the experimental group and mentors, and returned to the researcher by fax and mail. A participation rate of 100% was achieved. The OSI-R was not repeated for the comparison group, as the study concluded for the experimental group at this five-month point.

With each distribution of an instrument, the judges were informed that the tests and score sheets were numbered so that follow-up reminders could be

sent, but that confidentiality would be maintained. Only the researcher saw the individual results.

### *Statistical Procedures Used*

Several types of statistical analyses were selected, and parameters for their use were determined in advance of receipt of data and commencement of analysis. The type of tests, and use of the results, were tailored to the nature of the comparisons to be made. All of these tests are included in the statistical software *Number Cruncher Statistical System* (NCSS, 2002), and *Statistical Package for the Social Sciences* (SPSS 9.0, 2000).

Raw scores on the OSI-R were used in this analysis, rather than converting the scores to the scaled *T*-scores using the process provided in the test manual for diagnosis and treatment. Due to the small sample size and the exploratory nature of this study, marginal significance was determined at the .10 level, denoting possible effect, and significance was identified at the .05 level as demonstrated effect (Gall, Borg, & Gall, 1996).

The Pearson product-moment correlation was calculated to determine the relationship among the results for stress, strain, and coping. The posttest scores were totaled by domain category: stress (domains 1-6), strain (domains 7-10), and coping (domains 11-14), and then compared.

*Research Question 1: Mentoring Received.* In order to determine which type of mentoring was received, Noe's Mentoring Function Scale was administered to the experimental group ( $n=20$ ) and the comparison group ( $n=17$ ), with 100% response rate. Descriptive statistics, indicating the mean of

the responses to the career-type questions, compared to the mean of the responses to the social support-type questions are reported for members of the experimental group who actually received mentoring (n=18).

*Research Question 2: Pretest and Posttest Analysis of Experimental Group.* For the analysis of differences in the pretest and posttest scores within the experimental group for those judges who received mentoring (n=18) on each of the 14 domains comprising the stress, strain, and coping segments of the OSI-R, the Student's *t*-test was used. Nonparametric alternatives to the paired differences *t*-test include the Wilcoxon signed ranks test and the sign test. Three tests for normality that are recommended by statistical researchers were used; they are the skewness, kurtosis, and omnibus normality tests (D'Agostino, Belanger, & D'Agostino, Jr., 1990). If the skewness normality test yielded significant nonnormality and at least one of the other two tests yielded significance, the sign test was used. When the skewness normality test yielded nonsignificance and at least one of the other two tests yielded significance, the Wilcoxon signed ranks test was used. Otherwise, the *t*-test was employed for pretest and posttest change in the raw scores within the experimental group.

*Research Question 3: Posttest Analysis of Experimental and Comparison Groups.* For the analysis of the components of stress, strain, and coping reflected on all 14 domains of the OSI-R by the experimental and comparison groups after five months' experience, an independent samples *t*-test, was used. The Aspin-Welch *t*-test that does not assume equal variances was used to test

the statistical significance of the differences. The experimental group consisted of those judges who received the FJC mentoring program ( $n=18$ ); the comparison group consisted of those judges who were not offered the FJC program and did not otherwise receive mentoring ( $n=15$ ).

The nonparametric alternative to the  $t$ -test, the Mann-Whitney or Wilcoxon test was also used. If any of the three tests for normality yielded significance for either group, the nonparametric test was used. Otherwise, the Aspin-Welch  $t$ -test was employed to test for differences between experimental and comparison groups using the posttest raw scores.

*Research Question 4: Posttest Analysis by Gender.* The same statistical procedures used for the posttest-only analysis between experimental and comparison groups were applied to the analysis of gender differences in the OSI-R scores for new judges. The experimental and comparison groups as analyzed in Research Question 3 were combined ( $n=33$ ) and then split into gender groups (male  $n=21$ ; female  $n=12$ ) for the analysis, using posttest raw scores.

*Research Question 5: Posttest Analysis Comparing All Judges With OSI-R Normative Samples.* One sample tests comparing a combined group of all judges in this study with OSI-R normative sample data were conducted. This group of judges consisted of the combined mentored experimental group, nonmentored comparison group, and mentors ( $n=39$ ). The object was to obtain the largest sample of judges possible in order to compare their scores with the normative samples. The same procedures used for the pretest and posttest

analysis within the experimental group were applied to the total group using the posttest raw scores. The only difference was that the pretest and posttest analysis was conducted using difference scores, and the one sample tests were conducted using raw posttest scores. The mean of the group total was tested against the mean of the total normative sample, the executive normative sample, and to the advanced-degree normative sample, respectively.

#### *Other Research Issues*

In addition to statistical tests on the data, other issues relating to project design, validity, and reliability were addressed.

#### *Benefits or Risks*

Through the use of the OSI-R, or due to the mentoring interaction, it is possible that there were two positive effects that could have impacted results: (1) the discussion of topics covered in the OSI-R might have made judges more aware of their stress, and more attentive to coping responses; or (2) the mentoring relationship may have resulted in a reduction of stress through increased social support.

No mentoring program was offered to the comparison group, so any benefit of mentoring for them was limited to the informal mentoring two of those judges were able to arrange on their own. Based upon the OSI-R scores, an individual judge learned whether his or her occupational stress or vocational strain was at a high-to-troublesome level, and was made aware of any weakness in coping skills. This may have motivated participants to reduce stress, or conversely, to feel more stressed.



### *Threats to Validity*

Threats to validity must be considered in the analysis of the data from this quasi-experiment (Gall et al., 1996). Such threats have been controlled to the extent possible, and include:

*Sample Size.* The sample size of 37 new judges is small. The population contains only newly appointed U.S. Magistrate Judges, who may not be representative of other types of judges. However, the sample consisted of all of the U.S. Magistrate Judges who were appointed in 2001. The small sample size impacts statistical power, and limits the ability to draw conclusions that can be generalized to a larger group of judges. The small sample size only allows for tentative, or exploratory, comparisons by gender. The sample size was reduced by 4 subjects: 2 members of the comparison group were eliminated due to receipt of self-arranged mentoring, and the 2 members of the experimental group who reported not receiving mentoring were not considered.

*Self-reported Data.* The study is based upon self-reported data. However, without an extensive network of observers (peer judges; supervising judges; interviews with staff; and reports on judicial performance, or from family and friends on coping skills) and methods for triangulation, this is the most reliable data available. Other studies of the effect of mentoring programs and occupational stress routinely use self-reported data. Caution should be used in relying on tests that are self-reporting, as the judges may not want to look bad, or they may find it difficult to report that they are unable to manage stress.

*Researcher Bias/Hawthorne Effect.* The researcher designed the program that is the subject of the evaluation, and served as a mentor. All participants knew that this program was being evaluated, and that the project was the basis for the researcher's dissertation. A conscious or unconscious desire to show "good" results or perform well may have taken place.

*Uncontrolled Factors.* Disadvantages of this design include the fact that in a new U.S. Magistrate Judge's first year of appointment, other factors such as family, friends, workplace dynamics, and world events contribute to an increase or reduction in stress, strain, or coping mechanisms. There may have been a maturation effect, because the project covered five months. No single answer, isolating only the mentoring program, can emerge from this study.

#### *Human Subjects Protection*

As part of the study, participants were advised of its nature, the use of the instruments, and their ability to opt out at any time. Some demographic data was collected, in order to track group characteristics and to send follow-up notices to collect the score sheets. The groups were advised of this element of the design, as well as the fact that no individual would be identified in the written study, or any published reports. The judges had confidentiality, but not anonymity, as the researcher was able to identify which tests were returned.

All documentary material from or about the mentoring pairs will be retained pursuant to Drake University guidelines. The Drake University Human Subjects Research Review approval was obtained, and is contained in Appendix C. No separate Human Subjects Review was required by the FJC.

## Chapter 4

### FINDINGS

The purpose of this study was to evaluate the effectiveness of a facilitated mentoring program for newly appointed U.S. Magistrate Judges. The analysis examined the type of mentoring received, using Noe's Mentoring Function Scale (Research Question 1). To explore the impact of the mentoring program, a pretest and posttest analysis of the experimental group in all of the domains of the OSI-R for stress, strain, and coping was conducted (Research Question 2). To expand the literature on occupational stress of new judges, all of the domains of the OSI-R were examined, through comparisons between groups (Research Question 3), and by gender (Research Question 4). Additionally, all of the judges' scores on the OSI-R were compared to the OSI-R normative samples (Research Question 5).

#### *Description of Groups*

There was 100% participation by the newly appointed U.S. Magistrate Judges; both the OSI-R and Noe's Mentoring Function Scale were completed and returned as requested. The judges in this study ranged in age from 35 to 59. The groups for comparison are categorized as follows:

Experimental: The experimental group started with a population of 20, and ended with 18, after the loss of 2 members who reported not receiving mentoring. The final group consisted of 12 men and 6 women, with a mean age of 45 and a median age of 43.

Comparison: The comparison group started with a population of 17, and ended with 15, after 2 members reported that they had participated in mentoring programs delivered locally at their courthouses. The final group consisted of 9 men and 6 women, with a mean age of 46 and a median age of 47.

Mentors: The group of 6 mentors had no attrition. It consisted of 2 men and 4 women, with a mean age of 50 and a median age of 51. The mentors were all experienced judges who also served as faculty at the education programs for newly appointed judges.

Normative Sample: The sample scores were drawn from the OSI-R manual for 983 workers in various professions, with a mean age of 36.

Normative Sample: Executive Subset: The OSI-R manual also provided scores for the subset of workers in the normative sample executive workers. This group was 19%, or 184 members, of the normative sample.

Normative Sample: Advanced Degree Subset: The OSI-R manual also provided scores for the subset of workers in the normative sample with advanced degrees – 26% of the sample, or 259 workers.

### *Analysis of Research Questions*

Each of the research questions was analyzed using the statistical tests described in Chapter 3. The results of the analysis are discussed and shown in tables. The OSI-R stress, strain, and coping segments are examined individually for the research questions.

*Research Question 1: Mentoring Received.* This study was designed to provide social support mentoring, rather than career-type mentoring, which

focuses on job skill building. Rather than inquiring only as to whether or not mentoring was received by the new judges, the type was identified.

An analysis of responses to Noe's Mentoring Function Scale (Noe, 1988a) demonstrated that the experimental group primarily received social support mentoring. For the experimental group, the mean answer for the social support questions was 2.22; the mean answer for the career mentoring questions was 4.26. The answers were reported on a Likert scale of 1 to 5 (1 = strongly agree that this type of mentoring was received and 5 = strongly disagree that this type of mentoring was received). As discussed in Chapter 3, all of the "0" responses (0 = n/a) were replaced with "5" (5 = strongly disagree), so that the analysis more clearly reflected the lack of mentoring received in certain areas.

All of the newly appointed judges were given the questionnaire, and 100% responded. In the comparison group, 15 judges reported that they received no mentoring; 2 members reported that they received mentoring at their workplaces, which consisted primarily of social support mentoring. These 2 members, along with the 2 members of the experimental group who reported not receiving mentoring, were omitted from further analysis. The results of Noe's Mentoring Function Scale for the 18 judges in the experimental group who reported receiving mentoring are displayed in Table 1.

Table 1

*Experimental Group: Noe's Mentoring Function Scale*

Question	Mentoring Function	Mentoring Type	<i>M</i>	<i>SD</i>
1.	Exposure and validity	Career	4.83	0.51
2.	Challenging assignments	Career	4.22	1.56
3.	Counseling	Social Support	1.33	0.69
4.	Counseling	Social Support	1.28	0.67
5.	Acceptance	Social Support	1.28	0.75
6.	Protection	Career	4.44	1.29
7.	Exposure	Career	4.44	1.29
8.	Acceptance	Social Support	3.72	1.67
9.	Coaching	Career	3.94	1.66
10.	Sponsorship	Career	4.56	1.29
11.	Friendship	Social Support	2.44	1.76
12.	Exposure	Career	4.50	1.29
13.	Counseling	Social Support	1.72	1.32
14.	Encouragement	Social Support	3.27	1.64
15.	Exposure	Career	2.61	1.65
16.	Counseling	Social Support	2.22	1.63
17.	Counseling	Social Support	2.67	1.71
18.	Protection	Career	4.78	0.65

*Note.* The highest score per question was 5. The answers were analyzed on a 5-point Likert scale, with 1 = strongly agree that this type of mentoring was provided, and 5 = strongly disagree that this type of mentoring was provided.

*Research Question 2: Pretest and Posttest Analysis of Experimental Group.* The impact of the mentoring program on the members of the experimental group who reported receiving mentoring ( $n = 18$ ) was completed by a pretest and posttest analysis. Each of the 14 domains of the OSI-R was examined, each of the segments of stress, strain, and coping were reviewed, and the results reported in the next three tables. Generally, while most of the scores were not statistically significant, the posttest score trends were lower or comparable on stress and strain, and higher on coping.

In the stress segment, on all domains except Role Insufficiency, the experimental group posttest scores were lower. Two stress domains were significant: Role Overload showed a marginally significant decrease ( $p = .075$ ), and Role Boundary showed a significant decrease ( $p = .021$ ). The judges' scores, both pretest and posttest, were very low on the domain of Physical Environment (pretest  $M = 13.50$ ,  $SD = 3.11$ ; posttest  $M = 12.72$ ,  $SD = 1.78$ ), particularly when compared to the domain of Responsibility (pretest  $M = 32.61$ ,  $SD = 5.04$ ; posttest  $M = 31.61$ ,  $SD = 3.94$ ).

In rank order of highest to lowest, the experimental group posttest scores in the stress domains were: Responsibility; Role Overload; Role Ambiguity; Role Boundary; Role Insufficiency; and Physical Environment. The results for the OSI-R stress segment are reported in Table 2.

Table 2

*Experimental Group: Pretest and Posttest Analysis on the OSI-R Stress Segment*

Domain	Pretest		Posttest		<i>p</i> -value
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Role Overload	26.61	5.60	24.50	4.12	.075**
Role Insufficiency	16.33	5.28	16.94	6.36	.477
Role Ambiguity	20.83	5.88	19.67	5.01	.317
Role Boundary	19.78	5.17	17.17	4.77	.021*
Responsibility	32.61	5.04	31.61	3.94	.348
Physical Environment	13.50	3.11	12.72	1.78	.268

*Note.* Higher scores indicate higher levels of stress. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

In the OSI-R strain segment for the experimental group, all of the posttest results were lower for each of the four domains. One result, Psychological Strain ( $p = .093$ ), showed a marginally significant decrease. The judges' scores were all fairly low, ranging from 14.06 to 19.50, considering that higher scores indicate higher levels of strain, and the highest raw score possible per domain was 50. The low scores on strain may indicate a floor effect, with little or no improvement possible (Gall et al., 1996). In rank order, highest to lowest, the experimental group posttest scores in the strain domains were: Interpersonal Strain; Physical Strain; Psychological Strain; and Vocational Strain. The results for the OSI-R



strain segment are reported in Table 3.

Table 3

*Experimental Group: Pretest and Posttest Analysis on the OSI-R Strain Segment*

Domain	Pretest		Posttest		p-value
	M	SD	M	SD	
Vocational Strain	14.28	3.51	14.06	3.37	.671
Psychological Strain	17.06	6.25	15.28	4.90	.093**
Interpersonal Strain	19.50	4.55	18.72	4.52	.346
Physical Strain	17.22	5.14	16.50	4.59	.481

*Note.* Higher scores indicate higher levels of strain. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

In the coping segment for the experimental group, the posttest scores were higher on three out of four domains. An increase in a score in the coping domains demonstrated an improvement in coping skills, and was observed in these three domains: Recreation, Self Care and Cognitive Coping, though not at a level of statistical significance. The high level of both pretreatment and posttreatment Social Support (pretest  $M = 44.89$ ,  $SD = 6.40$ ; posttest  $M = 44.56$ ,  $SD = 6.83$ ) indicates that for this domain, a ceiling effect may have been experienced, with little or no additional gain to be expected (Gall et al., 1996). In rank order, highest to lowest, the experimental group posttest scores in the

coping domains were: Social Support; Cognitive Coping; Self Care and Recreation. OSI-R coping segment results are displayed in Table 4.

Table 4

*Experimental Group: Pretest and Posttest Analysis on the OSI-R Coping Segment*

Domain	Pretest		Posttest		p-value
	M	SD	M	SD	
Recreation	27.17	6.63	27.50	6.36	.764
Self Care	28.06	6.24	28.44	5.78	.681
Social Support	44.89	6.40	44.56	6.83	.754
Cognitive Coping	36.39	7.01	37.28	6.18	.209

*Note.* Higher scores indicate higher levels of coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

Even with limited results at levels of significance or marginal significance, the trends for the newly appointed U.S. Magistrate Judges in the experimental group were primarily downward for the segments of stress and strain, and upwards for coping skills. This provides some evidence for support of the continued use of the mentoring program.

*Research Question 3: Posttest Analysis of Experimental and Comparison Groups.* Analysis of this question examined the reported levels of components of stress, strain, and coping as measured by the OSI-R between the experimental

and comparison groups of newly appointed U.S. Magistrate Judges, using the posttest results. This allowed a better understanding of the nature of occupational stress for judges, and examined whether the two groups were sufficiently similar to allow them to be combined for other analyses.

For the analysis of this question, the experimental and comparison groups were each reduced by two members, consistent with the approach in analysis of gender questions. The remaining 33 new judges' scores were examined, 18 from the experimental group and 15 from the comparison group. Both groups of newly appointed U.S. Magistrate Judges reported generally similar levels of stress, strain, and coping on the OSI-R. Thus, comparison of the combined groups for the analysis by gender and with the OSI-R normative samples was appropriate.

In the analysis of the experimental and comparison groups for the stress component, the comparison group produced marginally significant lower scores in the domain of Role Boundary level ( $p = .075$ ). Significant results were not found in any other stress domains. The results of the analysis of the OSI-R stress domains is in Table 5.

Table 5

*Experimental and Comparison Groups: Posttest Analysis on the OSI-R Stress Segment*

Domain	Experimental (n=18)		Comparison (n=15)		Difference		p-value
	M	SD	M	SD	M	SD	
Role Overload	24.50	4.12	22.00	4.74	2.50	6.28	.121
Role Insufficiency	16.94	6.36	18.53	5.62	-1.59	8.48	.327
Role Ambiguity	19.67	5.01	20.60	6.42	-0.93	8.14	.650
Role Boundary	17.17	4.77	14.53	3.42	2.63	5.87	.075**
Responsibility	31.61	3.94	30.47	5.24	1.14	6.55	.957
Physical Environment	12.72	1.78	12.80	2.27	-0.12	2.89	.915

*Note.* Higher scores indicate higher levels of stress. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

In the analysis of the experimental and comparison groups for the strain component, the comparison group produced statistically significant lower scores only in the Interpersonal Strain domain ( $p=.017$ ). Statistically significant results

were not found on any other strain domains. The results for the OSI-R strain analysis are displayed in Table 6.

Table 6

*Experimental and Comparison Groups: Posttest Analysis on the OSI-R Strain Segment*

Domain	Experimental (n=18)		Comparison (n=15)		Difference		p-value
	M	SD	M	SD	M	SD	
Vocational Strain	14.06	3.37	13.47	2.90	0.59	4.45	.623
Psychological Strain	15.28	4.90	13.47	2.97	1.81	5.73	.444
Interpersonal Strain	18.72	4.52	15.07	3.26	3.66	5.76	.017*
Physical Strain	16.50	4.59	14.40	3.40	2.10	5.71	.191

*Note.* Higher scores indicate higher levels of strain. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

In the analysis of the experimental and comparison groups for the coping component, the comparison group showed statistically significant results for a lower score in the Self Care domain ( $p = .046$ ). All other coping domains did not show statistically significant results. The Social Support domain scores for both groups were high (experimental group  $M = 44.56$  out of 50;  $SD = 6.83$ ;

comparison group  $M = 44.33$ ,  $SD = 5.16$ ), and well exceeded scores in any of the other coping domains. The results of this analysis are displayed in Table 7.

Table 7

*Experimental and Comparison Groups: Posttest Analysis on the OSI-R Coping Segment*

Domain	Experimental (n=18)		Comparison (n=15)		Difference		p-value
	M	SD	M	SD	M	SD	
Recreation	27.50	6.36	29.67	7.10	-2.17	9.53	.404
Self Care	28.44	5.78	32.33	4.98	-3.89	7.63	.046*
Social Support	44.56	6.83	44.33	7.66	0.22	10.26	.770
Cognitive Coping	37.28	6.18	39.80	5.16	-2.52	8.05	.468

*Note.* Higher scores indicate higher levels of coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

The correlations of stress, strain and coping were measured using the posttest scores for the experimental and comparison groups. The scores were totaled by type of domain, and then compared. Stress correlated positively with strain ( $.785$ ,  $p = .000$ ) and negatively with coping ( $-.640$ ,  $p = .000$ ); strain also correlated negatively with coping ( $-.876$ ;  $p = .000$ ).

*Research Question 4: Posttest Analysis by Gender.* The analysis of this question examined whether the reported levels of stress, strain, and coping as measured by the OSI-R differed significantly between male and female newly appointed U.S. Magistrate Judges. The mentored experimental group members ( $n=18$ ), and nonmentored comparison group members ( $n=15$ ) were combined ( $n=33$ ); of this group there were 21 males and 12 females. The results were compared by gender. On the stress and strain components, female judges reported higher scores on nine out of ten of these domains; on three out of four coping domains, they reported lower scores than the male judges, indicating lower coping skills. This is consistent with the female judges' higher stress and strain scores.

On the stress segment, statistically significant differences between the male and female judges' scores were reported; male judges had lower scores in the domain of Role Ambiguity ( $p = .005$ ) and higher scores in the domain of Responsibility ( $p = .024$ ). A marginally significant result was reported in the male judges' lower scores in the domain of Physical Environment ( $p = .098$ ). The female judges' stress scores were higher, indicating more stress in all domains except Responsibility.

Both groups of judges reported the highest stress levels in the domain of Responsibility (male  $M = 32.52$ ,  $SD = 3.72$ ; female  $M = 28.58$ ,  $SD = 4.89$ ). For both groups of judges, the lowest stress levels were reported in the Physical Environment domain (male  $M = 12.29$ ,  $SD = 1.71$ ; female  $M = 13.58$ ,  $SD = 2.23$ ).

Although the levels of stress were different, an analysis of the posttest scores for the male and female judges shows that each group reported the stressors in the same rank order, highest to lowest: Responsibility, Role Overload, Role Ambiguity, Role Insufficiency, Role Boundary, and Physical Environment. The results of the OSI-R stress segment are displayed in Table 8.

Table 8

*All Newly Appointed U.S. Magistrate Judges: Gender Comparison of OSI-R Stress Segment*

Domain	Male (n=21)		Female (n=12)		Difference		p-value
	M	SD	M	SD	M	SD	
Role Overload	23.00	4.86	24.00	3.98	-1.00	6.28	.528
Role Insufficiency	17.10	5.66	18.67	6.68	-1.57	8.75	.475
Role Ambiguity	18.10	5.12	23.58	4.83	-5.49	7.04	.005*
Role Boundary	15.10	3.95	17.50	4.78	-2.40	6.20	.155
Responsibility	32.52	3.72	28.58	4.89	3.94	6.15	.024*
Physical Environment	12.29	1.71	13.58	2.23	-1.30	2.81	.098**

*Note.* Higher scores indicate higher levels of stress. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .



In an examination of the strain segment, marginally significant differences were found between the male and female judges' scores on the domains of Vocational Strain ( $p = .054$ ), Psychological Strain ( $p = .057$ ), and Physical Strain ( $p = .066$ ). The female judges' scores in all of the strain segments were higher than those of the male judges. The results of the OSI-R strain segment are displayed in Table 9.

Table 9

*All Newly Appointed U.S. Magistrate Judges: Gender Comparison of OSI-R Strain Segment*

Domain	Male (n=21)		Female (n=12)		Difference		p-value
	M	SD	M	SD	M	SD	
Vocational Strain	13.33	3.57	14.58	2.07	-1.25	4.12	.054**
Psychological Strain	13.43	3.36	16.25	4.97	-2.82	6.00	.057**
Interpersonal Strain	16.52	4.48	18.00	4.13	-1.48	6.10	.348
Physical Strain	14.52	3.97	17.33	4.05	-2.81	5.67	.066**

*Note.* Higher scores indicate higher levels of strain. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

Within the coping segment, a marginally significant result was observed in the domain of Recreation ( $p = .056$ ). The male judges reported higher scores than the female judges, demonstrating better coping in this domain. Three of the four coping domain scores were higher for male judges, as compared to the female judges; the remaining domain was comparable. There was no significant difference between the male and female judges in Social Support (male  $M = 46.86$ ,  $SD = 7.95$ ; female  $M = 43.95$ ,  $SD = 5.56$ ). Table 10 displays the results for the OSI-R coping segment.

Table 10

*All Newly Appointed U.S. Magistrate Judges: Gender Comparison of OSI-R Coping Segment*

Domain	Male (n=21)		Female (n=12)		Difference		p-value
	M	SD	M	SD	M	SD	
Recreation	30.10	6.73	25.67	5.85	4.43	8.92	.056**
Self Care	31.38	5.61	28.17	5.49	3.21	7.85	.122
Social Support	44.86	7.95	43.75	5.56	1.11	9.70	.108
Cognitive Coping	38.38	5.68	38.50	6.24	-0.12	8.44	.957

*Note.* Higher scores indicate higher levels of coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

*Research Question 5: Posttest Analysis Comparing Total Group With Normative Samples.* The analysis of this question looked at the levels of stress, strain, and coping of the new and experienced U.S. Magistrate Judges in this study, by comparing their scores with the entire normative sample on the OSI-R, and then again on segments of the normative sample consisting of executives, and those with advanced degrees. For the purpose of this analysis, posttest scores from a combined group of the mentors ( $n=6$ ) plus the new judges in the earlier analyses ( $n=33$ ) were used, in order to get a large comparison group ( $n=39$ ) from the available sample. In most of the domains, the judges reported significantly lower levels of stress and strain, and higher coping than the OSI-R normative sample or subsamples of executives and those with advanced degrees.

For the stress component, compared to the overall normative sample, the judges' scores were significantly lower or equivalent on all of the domains except Responsibility. The scores were marginally lower on Role Overload ( $p = .073$ ); significantly lower on Role Insufficiency ( $p = .000$ ), Role Boundary ( $p = .000$ ), and Physical Environment ( $p = .000$ ). The judges had a significantly higher score on Responsibility ( $p = .000$ ).

The judges had significantly lower scores ( $p = .000$ ) than the executive normative sample in each of the four stress domains: Role Overload, Role Insufficiency, Role Boundary and Physical Environment. The judges' scores were not statistically significant in Role Ambiguity ( $p = .175$ ) or

Responsibility ( $p = .812$ ) compared to the executive sample.

The judges had significantly ( $p = .000$ ) lower scores compared to the advanced degree normative sample in all stress domains except Role Ambiguity ( $p = .175$ ). The OSI-R stress segment results are displayed in Table 11.

Table 11

*All U.S. Magistrate Judges: Comparison to the OSI-R Normative Samples' Stress Segment*

Domain	Judges (n = 39)		Total Sample (n = 983)		Executive (n = 184)		Advanced Degree (n = 265)	
	M	SD	M	p-value	M	p-value	M	p-value
Role Overload	23.67	4.52	25.00	.073**	28.00	.000	27.00	.000*
Role Insufficiency	18.18	6.90	25.00	.000*	25.00	.000*	25.00	.000*
Role Ambiguity	20.59	6.37	21.00	.690	22.00	.175	22.00	.175
Role Boundary	17.00	5.84	23.00	.000*	23.00	.000*	22.00	.000*
Responsibility	31.13	4.70	26.00	.000*	31.00	.817	27.00	.000*
Physical Environment	12.92	1.99	22.00	.000*	18.00	.000*	19.00	.000*

*Note.* Higher scores indicate higher levels of stress. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

For the strain component, comparison of all of the judges' scores was made with the normative sample as a whole, and its subsets. Significantly lower strain was reported by the judges ( $p = .000$ ) in each of the four domains: Vocational Strain; Psychological Strain; Interpersonal Strain; and Physical Strain. The OSI-R strain segment results are displayed in Table 12.

Table 12

*All U.S. Magistrate Judges: Comparison to the OSI-R Normative Samples' Strain Segment*

Domain	Judges (n = 39)		Total Sample (n = 983)		Executive (n = 184)		Advanced Degree (n = 265)	
	M	SD	M	p-value	M	p-value	M	p-value
Vocational Strain	14.82	4.90	18.00	.000*	19.00	.000*	18.00	.000*
Psychological Strain	15.28	4.78	21.00	.000*	21.00	.000*	20.00	.000*
Interpersonal Strain	17.74	5.13	21.00	.000*	21.00	.000*	21.00	.000*
Physical Strain	16.62	5.63	22.00	.000*	22.00	.000*	21.00	.000*

*Note.* Higher scores indicate higher levels of strain. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

For the coping component, in comparison with the entire normative sample, judges reported higher scores in all four of the domains:

marginally significant for Recreation ( $p = .084$ ); significant for Self Care ( $p = .000$ ), Social Support ( $p = .000$ ), and Cognitive Coping ( $p = .000$ ).

The judges' significantly higher scores in comparison with the executive normative sample were observed in the coping domains of Recreation ( $p = .015$ ), Self-Care ( $p = .000$ ), Social Support ( $p = .000$ ) and Cognitive Coping ( $p = .006$ ).

The judges' significantly higher scores ( $p = .000$ ) in comparison with the advanced degree normative sample were observed in the coping domains of Self-Care and Social Support; marginally significant higher results were observed in Recreation ( $p = .084$ ) and Cognitive Coping ( $p = 0.86$ ).

The high level of the judges' Social Support ( $M = 44.67$ ,  $SD = 6.67$ ) is noteworthy in comparison to the Social Support reported by the normative sample ( $M = 41.00$ ), the executive subset ( $M = 41.00$ ), and the advanced degree subset ( $M = 41.00$ ). For Social Support, this difference was statistically significant ( $p = .000$ ).

The OSI-R coping segment results are displayed in Table 13.

Table 13

*All U.S. Magistrate Judges: Comparison to the OSI-R Normative Samples' Coping Segment*

Domain	Judges (n = 39)		Total Sample (n = 983)		Executive (n = 184)		Advanced Degree (n = 265)	
	M	SD	M	p-value	M	p-value	M	p-value
Recreation	28.41	6.66	26.00	.084**	25.00	.015*	26.00	.084**
Self Care	30.38	5.32	25.00	.000*	25.00	.000*	26.00	.000*
Social Support	44.67	6.67	41.00	.000*	41.00	.000*	41.00	.000*
Cognitive Coping	38.56	5.55	35.00	.000*	36.00	.006	37.00	.086**

*Note.* Higher scores indicate higher levels of coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

### *Summary*

Newly appointed U.S. Magistrate Judges who participated in a facilitated mentoring program received social support mentoring, and showed OSI-R scores that trended downward in stress and strain and upward in coping skills. Most results were not statistically or marginally significant. Female judges reported higher levels of stress and strain, and lower levels of coping than male judges. Compared to the OSI-R normative samples, the judges reported significantly lower stress and strain, along with higher coping levels.

## Chapter 5

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

#### *Summary of Findings*

The impact of the inaugural program of social support mentoring for newly appointed U.S. Magistrate Judges was studied through the use of the OSI-R, an instrument that allowed examination of the domains of stress, strain, and coping skills. For the experimental group, some positive impact in certain areas of stress and strain was observed. Gender was a noteworthy factor in the reported levels of stress and strain for new judges, with female judges reporting greater levels of each, accompanied by lower levels of coping. Additionally, the nature of the reported stress, strain, and coping for all new judges in the study was examined and compared with the normative samples provided with the OSI-R, showing that the new judges reported lower levels of stress and strain, and higher levels of coping than the normative samples.

In the analysis of this social support mentoring program, the trends in the experimental groups' scores were generally downward for stress and strain, and upward for coping. The judges reported experiencing occupational stress and strain at levels indicating the need for improvement in coping skills. A summary of findings for the experimental group is contained in Figure 2.



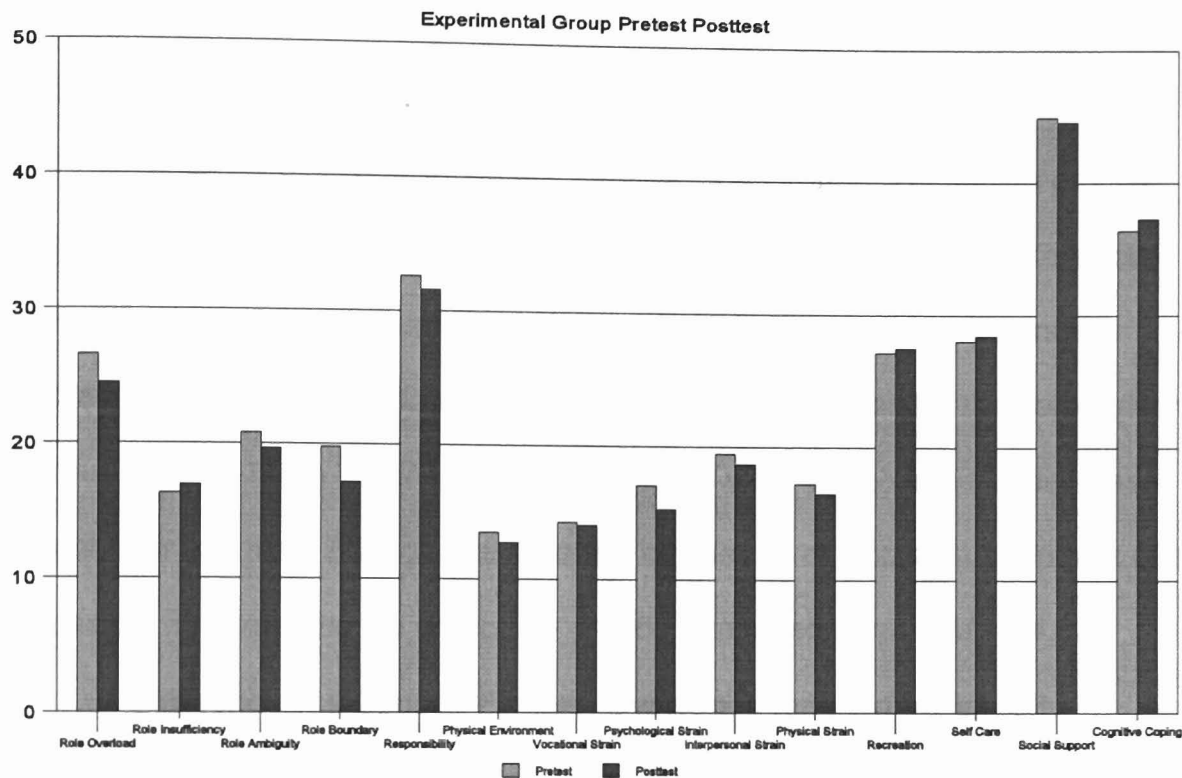


Figure 2. Graph of experimental group scores pretest and posttest. Higher scores indicate higher levels of stress, strain or coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time;  $n = 18$ .

### *Summary of Significant Results*

The significant results of the study are summarized as follows:

*Mentoring Received.* This study provided social support mentoring via counseling, acceptance, friendship, and encouragement.

*Impact of Mentoring Program.* The experimental group showed a significant or marginally significant reduction in stress domains of Role Overload,

Role Boundary, and in the domain of Psychological Strain. There were no statistically significant changes in the coping domains.

*Similarity of Experimental and Comparison Groups.* These two groups were found generally comparable. The only statistically significant differences were the comparison groups' lower scores in Role Boundary, Interpersonal Strain, and a higher Self Care score. Without pretest scores for the comparison group, it is unknown whether their lower scores were an increase or decrease from their baseline. Both groups reported high levels of Social Support (out of a possible 50: experimental group  $M = 44.56$ ; comparison group  $M = 44.33$ ).

*Differences by Gender.* Female new judges reported statistically significant or marginally significant higher levels of stress and strain in the following domains: Role Ambiguity, Physical Environment, Vocational Strain, Psychological Strain, and Physical Strain. Male new judges reported statistically significant higher levels of stress in the domain of Responsibility and marginally significant higher scores in the coping domain of Recreation.

*Comparison to the OSI-R Normative Sample.* Overall, the new judges reported significantly lower stress and strain, and higher levels of coping than any of the OSI-R normative samples. The results of the comparison with the normative sample is contained in Figure 3.

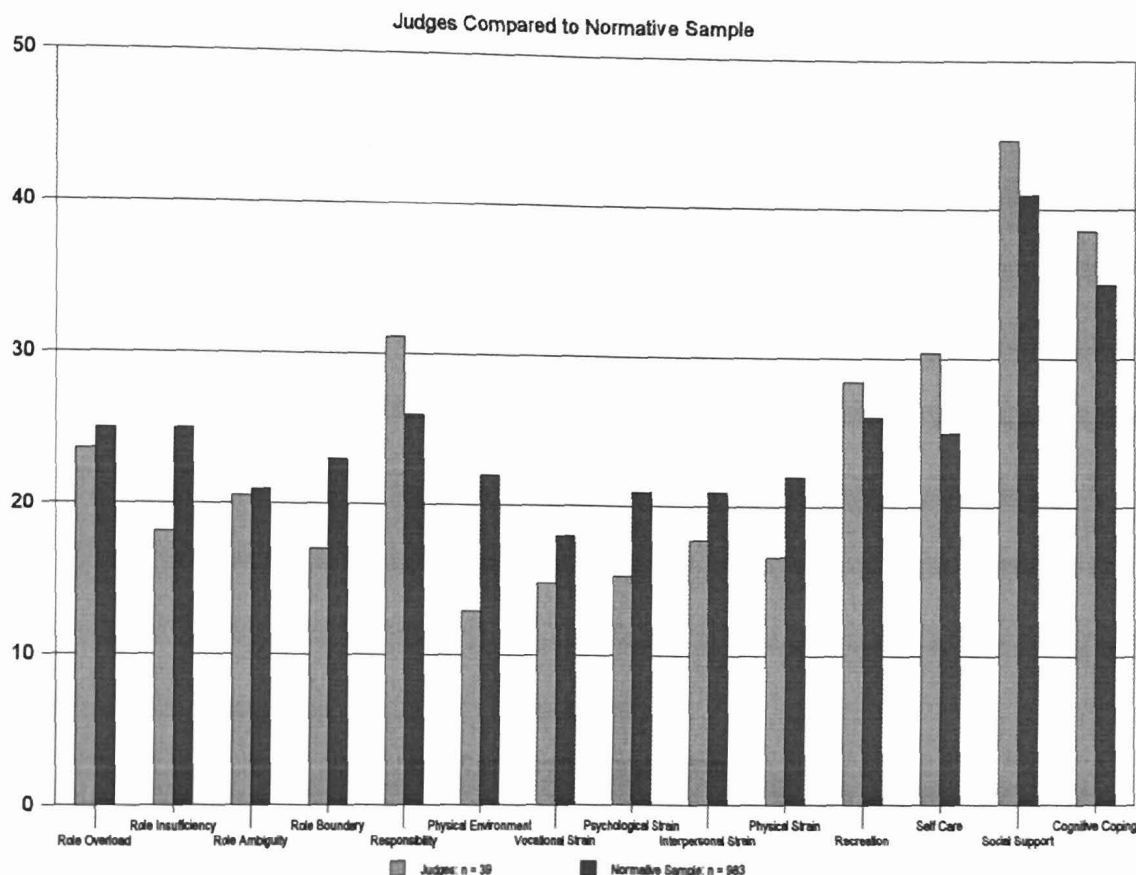


Figure 3. Graph of judges' scores compared with normative sample scores.

Higher scores indicate higher levels of stress, strain or coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

### *Discussion of Research Questions*

*Mentoring Received.* This program offered social support mentoring, rather than career-type mentoring, as demonstrated by the results on Noe's Mentoring Function Scale. The social support questions focused on the aspects of counseling, acceptance, friendship and encouragement, while the career questions focused on exposure and validity, challenging assignments, protection,

sponsorship and coaching (Noe, 1988a). The mean of the answers to the social support questions was 2.22, and the mean of the answers to the career questions was 4.26 on a 5-point Likert scale (1 = strongly agree and 5 = strongly disagree that this type of mentoring was provided). Thus, it can be concluded that the program delivered the social support mentoring functions as designed, and provided few career mentoring functions. Any improvement attributed to the mentoring program is due to social support mentoring. Since the actual or perceived availability of social support has been shown to reduce stress, it is reasonable to expect that some positive impact would be found in the program participants (Cooper et al., 2001; Jacobi, 1991).

However, as demonstrated by the OSI-R results, the judges had high levels of social support coming into the program (pretest  $M = 44.89$ ,  $SD = 6.40$ ), and these levels remained high during the program (posttest  $M = 44.56$ ,  $SD = 6.83$ ). Although there was no significant change in the reported levels of social support, it should be noted that the support received by new judges from attorneys, friends, and family during the appointment process undergoes an adjustment after appointment, in order to realign within the confines of the Code of Conduct, which restricts a judge's social and political contacts. Therefore, it is reasonable to assume that the social support mentoring filled a gap in the new judges' socialization at this juncture in their careers.

*Impact of Mentoring Program.* The project revealed some statistically significant and marginally significant changes in the experimental group.

The experimental group showed a significant decrease in the stress domain of Role Boundary ( $p = .021$ ) and a marginally significant result in Role Overload ( $p = .075$ ). These findings are consistent with earlier research that found that Role Overload and Role Boundary are the best measures to predict strain (Decker & Borgen, 1993; Fogarty et al., 1999). The area of stress from Role Overload has to do with feeling an increasing workload, and feelings of being untrained or incompetent for the job. Stress in the domain of Role Boundary is produced when there are conflicting supervisory demands, and more than one person tells the employee what to do. In some jurisdictions, one Magistrate Judge may report to as many as 13 District Judges, each with his or her own methods for case management; operating in such systems is stressful, and results in conflicting demands on one's time.

The mentoring program was designed to address Role Boundary and Role Overload through attention to specific concerns the new judge might have about how to get the job done, identification of resources to provide content knowledge on legal issues, and help to increase feelings of competence. The mentors also provided the new judges with information about how the role of Magistrate Judge is experienced in other jurisdictions, so the new judge could compare his or her situation to a larger context, and have data to suggest changes in their assigned districts. This aspect of the mentoring program may have addressed the new judges' concerns, and thus reduced stress in these domains. The judges' improvement in role stress was consistent with other studies using mentoring (Quinlan, 1999; Sorcinelli, 1994; Seibert, 1999).

The experimental group had low scores both pretest ( $M = 13.50$ ) and posttest ( $M = 12.72$ ) in the domain of Physical Environment, particularly compared to the executives in the normative sample ( $M = 22.00$ ;  $p = .000$ ). This may be another example of a floor effect, where significant improvement was not possible for the judges.

Marginally significant improvement was also shown by the experimental group in the area of Psychological Strain ( $p = .093$ ). High strain in this area is indicated by irritability, difficulty in making decisions, and anxiety. As new judges, one major adjustment in daily living is the ethical constraint on relationships with lawyers and others, along with limitations on public comments and activities. Additionally, judges are not in control of their dockets and must respond to increased caseloads, unscheduled criminal matters, and the variable nature of their assignments. Through the mentoring program, mentors not only provided a sympathetic ear, but assisted the new judges in exploring legitimate avenues for social interaction, and reminded them of the need to take a physical or mental break rather than totally dedicating themselves to work. All of these components may have helped to reduce new judges' levels of psychological strain. This finding is consistent with a study of veterinary medical students, which found that Social Support had a buffering effect on Psychological Strain (Osipow & Davis, 1988).

Although the experimental group did not report a significant gain in the domain of Social Support, they were highly rated in this area (out of a possible 50: pretest  $M = 44.89$ ; posttest  $M = 44.56$ ). This may represent a ceiling effect,

so that a large gain may not have been possible. Social Support was the highest coping domain demonstrated by all of the judges in the experimental group, exceeding Recreation (pretest and posttest combined  $M = 27.33$ ), Self Care (pretest and posttest combined  $M = 28.25$ ), and Cognitive Coping (pretest and posttest combined  $M = 36.80$ ). The mentors also demonstrated a high level of Social Support (pretest  $M = 44.33$ ; posttest  $M = 45.58$ ).

The use of a social support mentoring program is supported by the results of this project. As demonstrated in other occupations, such as health care workers (Aitken & Schloss, 1994), teachers (Pithers & Soden, 1999), and counselors (Sowa et al., 1994), mentoring can result in lowering reported levels of occupational stress and strain. It should be included as a part of judicial education, as it is for other professionals such as physicians, teachers, graduate students and lawyers (Futrell, 2001; Madsen & Mabokela, 2000; Schapira et al., 1992; Wallace, 2001).

*Components of Judicial Stress.* Examining the scores of the experimental group and the comparison group provided insight on the nature of judicial stress. Additionally, the comparison of the combined scores for the new judges on the variable of gender, and all of the judges in the study with the scores of OSI-R normative samples, provided further information about judicial stress, strain, and coping.

Judges experience occupational stress and strain, at levels requiring attention to coping mechanisms. The significant areas of stress and strain reported by the newly appointed U.S. Magistrate Judges in this study are

consistent with previous studies of judicial stress: Responsibility, Role Overload, Role Boundary and Psychological Strain (Memory, 1981; Eells & Showalter, 1994; Rogers et al., 1991). Although the levels of stress and strain reported by the new judges were lower than the OSI-R normative samples, the results for the judges were similar to studies of academic deans (Nies & Wolverton, 2000), and new faculty (Quinlan, 1999). The use of the OSI-R allows for a standardized measure of the components of stress, strain, and coping, and allows for comparisons of this group of judges with other types of judges in future studies in order to develop a better description of the nature of judicial occupational stress.

There were some limited differences between the experimental group and comparison group, measured at 5 months' experience on the job for each group. Although the experimental and comparison group scores were generally equivalent, the comparison group's stress and strain scores tended to be lower, with higher coping scores. Most scores were not significantly different. Because there was no baseline score for the comparison group, it is impossible to determine whether or not these lower scores are an improvement, or actually an increase from where this group of judges started. Out of the 14 domains on the OSI-R, the experimental group reported marginally higher scores in one stress domain (Role Boundary,  $p = .075$ ), and significantly higher scores in one strain domain (Interpersonal Strain,  $p = .017$ ). The experimental group also reported marginally lower scores in one coping domain (Self Care,  $p = .046$ ). The lack of sizable differences between the groups allowed for them to be combined and used in the other research questions (Mohr, 1995).



Unfortunately, a complete analysis of program impact is not possible due to the lack of a pretest for the comparison group. Because of the other variables associated with service as a new judge, it cannot be said that the sole difference between these groups was the mentoring program, but the within-group results for the experimental group were positive and encouraging.

*Gender differences.* It is noteworthy that in examining the new judges' reported levels of stress and strain, the female judges reported higher scores in 9 out of 10 domains, with scores significantly or marginally higher in six of these domains. The female judges also reported lower coping skills on 3 of 4 domains. This relationship between stress, strain, and coping is consistent with Osipow's (1998) model. The summary of results by gender is contained in Figure 4. In the literature, evidence that women report more job-family conflict than men is mixed (Cooper et al., 2001; O'Driscoll, 1996). For these new judges, gender appears to be a deciding factor in the reported experience of stress and strain. This is consistent with a study of university professors which found that strain was experienced differently by men and women: strain scores decreased for men as their academic rank increased, and the reverse was true for women (Richard & Krieshok, 1989).

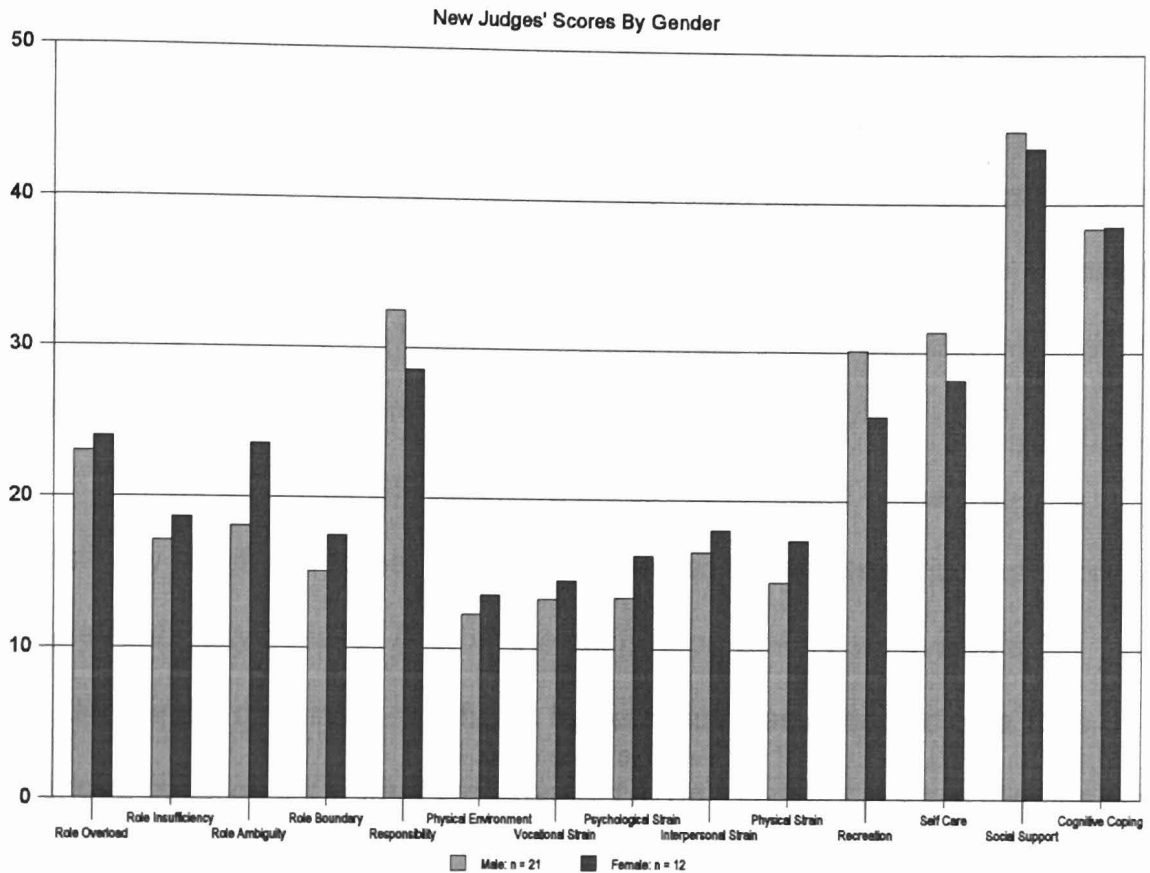


Figure 4. Graph of new judges' scores compared by gender. Higher scores indicate higher levels of stress, strain or coping. The highest raw score per domain is 50, as each domain has ten questions answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

In order to examine specific facets of judicial occupational stress for all of the newly appointed U.S. Magistrate Judges ( $n = 37$ ), answers to selected questions of the OSI-R were examined by gender, using posttest scores. In the 17 questions reviewed (out of 140 total questions), compared to the male judges ( $n = 24$ ), female judges ( $n = 13$ ) generally showed higher or comparable levels of

occupational stress and strain, and lower levels of coping. For example, female judges reported higher levels of psychological strain in response to questions relating to irritability and trouble falling asleep. With an average age of 46 for the newly appointed female judges, and 51 for the female mentor judges, perhaps some biological changes are implicated, and these should be acknowledged in mentoring or other programs designed to enhance coping.

For the questions selected from the stress segment of the OSI-R, a statistically significant higher result was observed in the female judges' scores on a Role Ambiguity question (*I know the basis upon which I am evaluated*;  $p = .046$ ) and a marginally significant higher result was observed on a Role Overload question (*At work, I am expected to do too many tasks in too little time*;  $p = .068$ ).

For the questions selected from the strain segment, the female judges reported higher levels on all questions. A statistically significant result was obtained on a Psychological Strain question (*So many thoughts run through my head at night that I have trouble falling asleep*;  $p = .016$ ), along with a marginally significant result on another Psychological Strain question (*Lately, I am easily irritated*;  $p = .065$ ).

For the questions selected from the coping segment, the female judges generally reported lower coping scores, which is consistent with Osipow's (1998) model. Marginally significant results were observed in the male judges' higher scores on a Self Care question (*I engage in meditation*;  $p = .087$ ). On the

meditation question, neither group reported practicing this coping skill regularly, as the mean answer for male judges was 1.33, out of a possible 5.00, and the mean answer for female judges was 1.00. On a Cognitive Coping question female judges reported a marginally higher coping score (*I am able to put my job out of my mind when I go home;  $p = .088$* ), which may result from their Role Overload: they simply have too much to do at home to fixate on work (Milkie & Peltola, 1999). The results of the analysis by gender of selected OSI-R questions are displayed as follows: stress questions, Table 14; strain questions, Table 15; and coping questions, Table 16.

Table 14

*Newly Appointed Judges: Posttest Analysis by Gender for Selected OSI-R Stress Questions*

Domain	Question	Male (n = 24)		Female (n = 13)		Difference		p-value
		M	SD	M	SD	M	SD	
Role Overload	At work, I am expected to do too many different tasks in too little time.	1.75	0.80	2.31	0.95	-0.56	0.85	.068**
Role Overload	I have to take work home with me.	2.42	1.06	2.31	0.95	0.11	1.02	1.000
Role Ambiguity	I know the basis on which I am evaluated.	2.25	1.39	3.31	1.49	-1.06	1.43	.046*
Role Boundary	My supervisors have conflicting ideas about what I should be doing.	1.33	0.76	1.31	0.63	0.02	0.72	.929
Responsibility	People on the job look to me for leadership.	4.71	0.46	4.00	1.47	0.71	0.94	.167

*Note.* Higher scores indicate higher levels of stress. The highest raw score per question is 5, as they are answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

Table 15

*Newly Appointed Judges: Posttest Analysis by Gender for Selected OSI-R Strain Questions*

Domain	Question	Male (n = 24)		Female (n = 13)		Difference		p-value
		M	SD	M	SD	M	SD	
Vocational Strain	I find myself getting behind in my work, lately.	1.63	0.77	1.77	0.60	-0.14	0.72	.356
Psychological Strain	Lately, I am easily irritated.	1.21	0.51	1.62	0.87	-0.41	0.66	.065**
Psychological Strain	So many thoughts run through my head at night that I have trouble falling asleep.	1.46	0.72	2.08	0.86	-0.62	0.77	.016*
Interpersonal Strain	I wish I had more time to spend with close friends.	2.75	1.07	3.00	1.15	-0.25	1.10	.526
Physical Strain	I have trouble falling and staying asleep.	1.46	0.59	1.69	0.63	-0.23	0.60	.281
Physical Strain	I have lots of energy, lately.	2.21	0.98	2.38	1.12	-0.18	1.03	.638

*Note.* Higher scores indicate higher levels of strain. The highest raw score per question is 5, as they are answered on a Likert scale of 1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

Table 16

*Newly Appointed Judges: Posttest Analysis by Gender for Selected OSI-R Coping Questions*

Domain	Question	Male (n = 24)		Female (n = 13)		Difference		p-value
		M	SD	M	SD	M	SD	
Recreation	When I need a vacation, I take one.	3.17	1.17	2.69	1.25	0.47	1.20	.271
Recreation	I set aside the time to do things I really enjoy.	2.83	1.09	2.54	0.78	0.29	0.99	.348
Self Care	I exercise regularly (at least 20 minutes 3x/wk).	3.79	1.32	3.00	1.73	0.79	1.47	.196
Self Care	I engage in meditation.	1.33	0.76	1.00	0.00	0.33	0.62	.087**
Social Support	There is at least one sympathetic person with whom I can discuss work problems.	4.42	0.93	4.31	1.11	0.11	0.99	.716
Cognitive Coping	I am able to put my job out of my mind when I go home.	3.17	1.24	3.77	0.83	-0.60	1.12	.088**

*Note.* Higher scores indicate higher levels of coping. The highest raw score per question is 5, as they are answered on a Likert scale of

1 = true rarely/never, and 5 = true most of the time.

\* $p < .05$ ; \*\* $.05 < p < .10$ .

## Conclusions

As a result of this study, the following conclusions were reached:

- Newly appointed U.S. Magistrate Judges experience occupational stress and strain, and could improve their coping skills.
- Social support mentoring had a significant positive impact for new judges on some domains of judicial stress and strain: Role Boundary, Role Overload and Psychological Strain.
- The U.S. Magistrate Judges in this study demonstrated greater coping skills and lower levels of stress and strain than workers in the OSI-R normative samples.
- Of the newly appointed U.S. Magistrate Judges in this study, male judges generally reported lower levels of stress and strain, and higher levels of coping than the female judges.

Mentoring programs offer a practical and effective method to address occupational stress and strain. Mentoring programs for judges should be tailored to meet the special needs identified by male and female judges. Judicial educators should consider how to adapt their orientation curriculum to include a segment addressing methods of coping with occupational stress and strain.

Based upon these findings, it was recommended to the Federal Judicial Center Magistrate Judge Education Committee that social support mentoring be incorporated in future orientation training programs, in addition to providing a segment of the program on coping skills. It is gratifying to note that due to the positive feedback from the mentors, the Magistrate Judge Education Committee elected to continue with paired mentoring as part of the *FJC Orientation Program for New Judges* offered in 2002, even before receiving the final report on this



study (K. Klein, Personal Communication, March 1, 2002).

### *Recommendations for Future Studies*

This preliminary study raises questions that should be addressed in future studies. A study with a true experimental design, and longitudinal tracking through the new judges' first year would allow for more in-depth analysis of both the mentoring program and any lasting effects. Studies should be tailored to explore other aspects of occupational stress, strain, and coping skills presented by new and experienced judges. Increasing the number of participants would also allow for a more robust evaluation and analysis.

The mentors should be the focus of future studies, both quantitative and qualitative. The small size of this group does not lend itself to statistical analysis, but the mentors' responses to the OSI-R identify areas for further exploration. An investigation should be developed to analyze why mentors chose to participate, and their perceptions about the impact of the program on the new judges and themselves. Further inquiry could be made as to whether the mentors would continue their participation after their first experience, and if so, what developmental needs of the mentors are met by the program.

The design of the program, which focused on social support mentoring, should also be examined. Contrasting studies, such as one that offers primarily career mentoring, and one that offers social support mentoring, could be implemented and a determination made of whether one type of program demonstrates a greater impact for new judges on stress, strain, and coping than the other.

With a larger population of mentors and mentees, the impact of gender pairing could be explored to add to the literature on this issue. The significant gender difference in stress, strain, and coping of new judges should be explored. In every area of stress and strain on the OSI-R, with the exception of the domain of Responsibility, women reported higher levels. In the coping skills areas, men reported higher levels in 3 of 4 domains. The causes for this difference, and program implications, should be studied further. The low scores for the female judges in areas of coping skills indicate that future work, particularly in programs tailored to focus on recreation and self-care, would help judicial educators to address needs identified. The high scores on Social Support, both pretest and posttest, for all groups of judges may indicate a ceiling effect, so no significant gains could be expected. However, followup work by way of qualitative analysis may lead to more in-depth study and support for the components of this type of mentoring that meet the needs of new judges, and for refinement of program design.

The study of the nature of judicial stress, strain, and coping should be expanded to contrast federal judges with state court judges who have fewer resources, and a more stressful environment due to the higher volume of cases they handle.

### *Summary*

Programs to reduce stress and strain in judges' lives are needed, and should be tailored to fit the particularized needs of this special occupation. This preliminary study, even with its limitations, indicates that judicial education

curricula can and should address specific needs in the areas of stress, strain, and coping skills. Mentoring programs that offer social support are one way to fill this need. Facilitated mentoring shows promise as a mediator of stress, strain, and coping for newly appointed U.S. Magistrate Judges. Continued use of mentoring by the Federal Judicial Center will demonstrate its commitment to smoothing the transition for newly appointed judges, as well as to meeting the needs of experienced mentor judges. Ongoing support for this program is justified by the results of this study.

Judges, particularly those who are newly appointed, face tremendous job pressures and little formal support. A facilitated mentoring program, offered as part of new-judge orientation, served to reduce some areas of stress and strain, and focus attention on coping skills. Participation in paired-mentoring may have a mediating effect for the new and experienced judges on their occupational stress.

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APPENDICES

APPENDIX A  
The Mentoring Program



## 5. Evaluation

- A. Use of Occupational Stress Inventory, Revised, for March and August classes.
- B. Review of Feedback sheets
- C. Interviews with mentors

## Goals

- Facilitate the new judges' transition to the federal bench by providing support, guidance, coaching, and training through pairing with an experienced judge.
- Provide an opportunity for experienced judges to increase job satisfaction, reduce their stress, reflect on the process of judging, and engage in transformative learning for both mentor and new judge.
- Develop the profession, and enhance the administration of justice.

## Process

1. Recruit mentors from experienced magistrate judges who will attend the Video Review and commit to an ongoing relationship.
2. Offer the opportunity to be mentored. The program is voluntary.
3. Assign judge pairs, and provide access. Exchange addresses, phone numbers, e-mail, and provide time in class to meet.
4. Set up both a schedule and flexibility in ways to maintain this connection. Goal: monthly, or more frequently if new judge desires.
5. Encourage journaling for both mentor and mentee. Does not have to be shared with anyone.
6. Provide resource materials for "quality of life" and ethics issues.

## MENTORING NEW JUDGES

What lies behind us and what lies before us are  
tiny matters compared to what lies within us.

*Oliver Wendell Holmes*

1. The process is voluntary for both you and the new judge. This should be fun. Your role is not "Know It All," but the Guide. Your goal is to help the new judge discover for himself or herself the answers (or the next level of questions), with you acting as a sounding board, and resource.
2. The process should not be burdensome for either you or the new judge. Communication will most likely be by telephone and e-mail. In the materials are a series of topics (with articles) you may wish to cover, if you both want to. We do ask that mentors keep track of their time, so we may evaluate this aspect of the program.
3. The process is self-reflective for both. Thinking about not only what you are doing, but why you are doing it, is an important aspect of developmental learning. You both should keep a log (or journal) of the mundane or exciting milestones in the first eight months on the bench. Not only is this interesting when you look back on this years later, it is helpful to look at what is important to the new judge at that phase of development and whether this particular issue or reaction continues to influence decision-making, or job satisfaction.
4. The process is satisfying for both you and the new judge. An effective mentor is ready to give back, and a new judge is ready to receive. This is a chance to improve the system, and to feel satisfied that you have accomplished something for a new judge. The new judges receive additional attention, and the ability to ask questions about procedures that they might not be able to in their own districts.
5. Mentoring activities focus on the new judge. The mentor:
  - a. facilitates critical reflection on the new judges' assumptions, perspective and experiences;
  - b. acts as a resource for information which the new judge can obtain;
  - c. helps the new judge problem solve;
  - d. serves as a "safe haven" for the new judges' questions, observations and worries.
6. Mentors should think about and discuss with new judges:
  - a. What is the role of a judge? Professional, social, personal?
  - b. What is your judicial philosophy and how did you acquire it?
  - c. What is your approach to problem-solving?

## MENTORING NEW JUDGES

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  - c. What is your approach to problem-solving?

- d. How do you best learn, especially a new subject?
- e. What are our ethical obligations?
  - case management
  - bias check
  - relationships
- f. What is your research/writing style and how do you support it?
- g. In what ways do you maintain work-life balance?

A. Mentors

1. Volunteers

For the first class, the faculty (USMJ Education Committee Members) have volunteered. All are experienced, and have expressed a willingness and interest in serving in this capacity. All have agreed to review training materials and provide feedback for program evaluation.

2. Criteria for Mentors

- a. Experienced in variety of USMJ areas of practice, resource for substantive issues;
- b. Demonstrated leadership, enthusiasm for position of USMJ;
- c. Willing to commit the time;
- d. Good motivator;
- e. Good facilitator, engages in active listening;
- f. Flexible, patient and open-minded.

3. Training

- a. Become familiar with mentor training manual;
- b. Attend one hour training session prior to Video-Orientation class.

4. Evaluation

- a. Feedback during process: keep track of contacts, refer any difficulties to mentor supervisor (1st year: Celeste Bremer, 515-284-6200; Member of Magistrate Judge Education Committee following years);
- b. Fax back monthly reports;
- c. At end of eight months, complete short questionnaire about process.

B. Mechanics of Mentoring

1. Before Video Orientation, call and welcome the new judge. Answer questions about the New Judge CLE Programs, and other FJC programs and resources. Find out what their expectations are about new judge orientation. Make sure they know how to get in touch with you.
2. If there will be a delay between the new judge's appointment and video review class, make sure the new judge has the material to start work.

3. At Video Orientation, greet the new judge, ask questions about their concerns and CLE needs. Welcome them to federal system.
4. Maintain regular contact, and review the Progress Log with the New Judge. The frequency is up to you. Even if these are only completed monthly, rather than more frequently, they will serve as an opportunity to review and reflect on how the new judge's views have changed and developed. Mentors will submit monthly evaluation sheets to Bremer.

Remember, the process is to encourage thinking and reflection. Ask open-ended questions, and let the focus be on the new judge. Determine your comfort level at listening to the new judge work through problems without jumping in with "the answer." It is basically application of facilitation skills on a personal level.

5. At the end of the eight months, decide for yourselves whether this has been a helpful component, and whether you would like to keep in touch. Return program evaluation sheets to FJC.

### MENTOR WORKSHEET

New Judge: Name: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
\_\_\_\_\_

E-mail: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Mentor: Name: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

How and when will you contact each other? Some pairs of judges find it most convenient to have a set day and time each week to call, others prefer to use e-mail. Try to maintain both regular communication and use of the log, so that you can capture your ideas contemporaneously, and list questions for topics for discussion.

## MENTORING LOG

A simple way to record and reflect upon how your first eight months progresses.

### Month 1

#### Transition

- What is different about judging than you expected?
- What problems have come up and how have you solved them?
- What do you worry about?
- Ethical issues: past relationships, financial disclosures

Your Thoughts and Reactions

Week 1:

---

Week 2:

---

Week 3:

---

Week 4:

---

### Month 2

#### What's Routine

- Have you assembled/inherited an office team?
- What are the challenges in that task?  
Anticipated turnover?
- Do you have the resources (library, equipment, etc.) you need?
- What do you worry about?
- How are you taking care of yourself?
- Did anything unexpected happen this month?

Your Thoughts and Reactions

Week 5:

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Federal Judicial Center  
New Judge Mentoring Program  
Class 1, August 2001

113

Week 6:

---

Week 7:

---

Week 8:

---

FAX Monthly to U.S. Magistrate Judge Celeste F. Bremer, 515-284-7392

Month 3      Judicial Decision-Making

- What's your philosophy? How do you know?
- Being mindful in decision-making. What steps do you take to challenge your assumptions?
- Grace under Pressure
- What do you worry about?
- Ethics: ex parte, recusal, bias issues

Thoughts & Reflections

Month 4      Who are you now?

- Devitt: Ten Commandments For A New Judge. What would you add?
- What surprises you about this job?
- Have you had robe-itis? What did you do about it?
- What do you worry about?
- Occupational stress. What are your coping methods?
- Ethics: You and the Bar--limits on participation.

Thoughts and Reflections

Month 5      I wish I would have known

- do now?
- What do you wish someone had told you on Day 1?  
Would you have understood their point then, as much as you
  - Family: How have ethical obligations/financial reports/security issues impacted them?
  - What do you worry about?
  - How do you take care of yourself?

Thoughts and Reflections

Month 6      Seven Habits of Highly Effective Judges

- Pat Murrell's Seven Habits: What areas would you like to focus on?
- Where do you get feedback on how you are doing?
- What do you worry about?
- How do you take care of yourself?

Thoughts and Reflections

Month 7      Staying on Top

- How do you stay current on cases, procedural?
- What are you learning for fun?
- How are you managing stress?
- What do you worry about?
- 

Thoughts and Reflections

Month 8      Staying in Touch

- What professional development have you pursued? CLE, list-serve
- Has this mentoring program helped your transition to USMJ?
- What can we do to improve the program for you?
- What do you worry about?
- 

Thoughts and Reflections

FAX Monthly to U.S. Magistrate Judge Celeste F. Bremer, 515-284-7392  
**MENTOR WORKSHEET**

Please use this log to document your contacts with the new judge in order to help us assess the time associated with this program. Please fax this back to Celeste Bremer, 515-284-7392, by the 5th of each month, with the mentoring log.

Mentor: \_\_\_\_\_

New Judges: \_\_\_\_\_

DATES	CONTACT METHOD (phone, e-mail, writing)	TIME SPENT	OUTCOME/COMMENTS (Problems, insights, follow-up)
Month 1			
Month 2			
Month 3			
Month 4			
Month 5			
Month 6			
Month 7			
Month 8			

## NEW JUDGE EVALUATION OF MENTORING PROGRAM

The purpose of this evaluation survey is to improve the Mentoring Program.

1. Was the mentoring program helpful to you?      Not at all      Very Helpful  
   1      2      3      4  
Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How frequently did you have contact with your mentor?

\_\_\_\_\_

Was this enough time? \_\_\_\_\_ Too much? \_\_\_\_\_ Just Right \_\_\_\_\_

3. How did you communicate with your mentor:

Check all that apply:

\_\_\_\_\_ phone  
\_\_\_\_\_ e-mail  
\_\_\_\_\_ letters, notes  
\_\_\_\_\_ in person  
\_\_\_\_\_ other

4. What is the most important thing your mentor said/did in the first month?  
Overall?

\_\_\_\_\_

\_\_\_\_\_

5. Strengths of the program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Areas for improvement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What surprised you about the program?

\_\_\_\_\_

\_\_\_\_\_

Please return by fax to U.S. Magistrate Judge Celeste F. Bremer, 515-284-7392.

## MENTOR EVALUATION OF MENTORING PROGRAM

The purpose of this evaluation survey is to improve the Mentoring Program.

1. Did the mentoring program help the new judges? \_\_\_\_ yes \_\_\_\_ no

Explain: \_\_\_\_\_

2. Did the mentoring program help you? \_\_\_\_ yes \_\_\_\_ no

Explain: \_\_\_\_\_

3. Approximately how much time did you spend mentoring? \_\_\_\_\_

Was this too much, too little, or just right? \_\_\_\_\_

How many judges did you mentor? \_\_\_\_\_

Was this too many, too few, or just right? \_\_\_\_\_

4. How did you communicate with your new judge?

Check all that apply:

\_\_\_\_\_ phone

\_\_\_\_\_ e-mail

\_\_\_\_\_ letters, notes

\_\_\_\_\_ in-person

\_\_\_\_\_ other: \_\_\_\_\_

Was this satisfactory? \_\_\_\_ yes \_\_\_\_ no

5. Strengths of the program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Areas for improvement for the program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What surprised you about the program? \_\_\_\_\_

\_\_\_\_\_

APPENDIX B  
Noe's Mentoring Function Scale



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

(Circle one)

March or August Orientation Class

Please provide information regarding your experiences with mentoring relationships since the time of your initial Orientation Class. Mentoring relationships involve a senior, experienced person who serves as a role model, provides support, direction and feedback regarding career and personal development to a lesser-experienced colleague. It can be a voluntary relationship, or through an assigned pairing.

In the time period between your initial orientation class and now, have you been involved in a mentoring relationship? Check one: \_\_\_\_\_yes \_\_\_\_\_no

If you answered "yes", and you were not assigned a mentor, please indicate how you acquired one:

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If you have a mentor, please answer the following questions, which relate to types of mentoring that you may, or may not, have experienced in this mentoring relationship. Only answer these questions for the time period between your initial orientation class, and the present. Thank you for your assistance with this project.

### Mentoring Functions Scale

Indicate the extent of your agreement with the following statements on a scale of 1 to 5, with 1 = agree strongly to 5 = disagree strongly, and 0 = Not Applicable.

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Mentor provided me with assignments that increased my visibility and enhanced future advancement. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Mentor provided me with feedback regarding my performance in my present assignment.               | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Mentor demonstrated good listening skills in our conversations.                                   | 0 | 1 | 2 | 3 | 4 | 5 |

4. Mentor encouraged me to talk openly about my concerns or anxieties that detract from my work.	0	1	2	3	4	5
5. Mentor conveyed feeling of respect for me as an individual.	0	1	2	3	4	5
6. Mentor helped me meet deadlines or finish tasks which would be otherwise difficult to complete.	0	1	2	3	4	5
7. Mentor gave me assignments that increased my contact with those who could help with career advancement.	0	1	2	3	4	5
8. Mentor asked my suggestions concerning a problem he/she has at work.	0	1	2	3	4	5
9. Mentor provided feedback regarding my performance at work.	0	1	2	3	4	5
10. Mentor gave me assignments in my work that allowed me to learn new skills.	0	1	2	3	4	5
11. Mentor interacted with me socially outside of work.	0	1	2	3	4	5
12. Mentor gave me assignments that provided the opportunity to write or publish for higher visibility among colleagues.	0	1	2	3	4	5
13. Mentor conveyed empathy for the concerns and feelings I have discussed with him or her.	0	1	2	3	4	5
14. Mentor encouraged me to try new ways of behaving in my job.	0	1	2	3	4	5
15. Mentor helped me meet new colleagues.	0	1	2	3	4	5
16. Mentor discussed my questions or or concerns regarding feeling of competence, relationships with peer or family, or work conflicts.	0	1	2	3	4	5

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 17. Mentor shared personal experiences<br>as an alternative perspective to my problems. | 0 | 1 | 2 | 3 | 4 | 5 |
| 18. Mentor reduced threats to my advancement.   | 0 | 1 | 2 | 3 | 4 | 5 |

APPENDIX C  
Human Subjects Review Committee Approval

DEPARTMENT OF SOCIOLOGY,  
ANTHROPOLOGY AND GEOGRAPHY

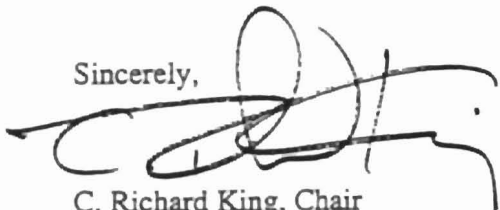
1 August 2001

Dr. Thomas Westbrook  
and Ms. Celeste F. Bremer  
School of Education  
Drake University  
Des Moines, IA 50311

Dear Dr. Westbrook and Ms. Bremer:

The Human Subjects Research Review Committee has approved the proposed research project.  
Please proceed with your research without revision. Best of luck.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Richard King', with a large, stylized flourish extending from the end of the signature.

C. Richard King, Chair  
Human Subjects Research Review Committee